



State of New Jersey
2015-2016

Grade Span 06-08

17-2390-095
HUDSON
JERSEY CITY
Academy I
209 BERGEN AVENUE
JERSEY CITY, NJ 07305

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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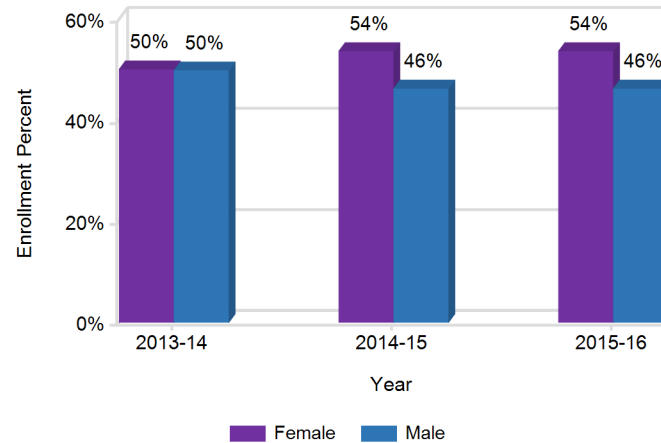
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	122	143	133
Grade 07	157	138	152
Grade 08	153	158	143
UG	29	38	45
Total	461	477	473

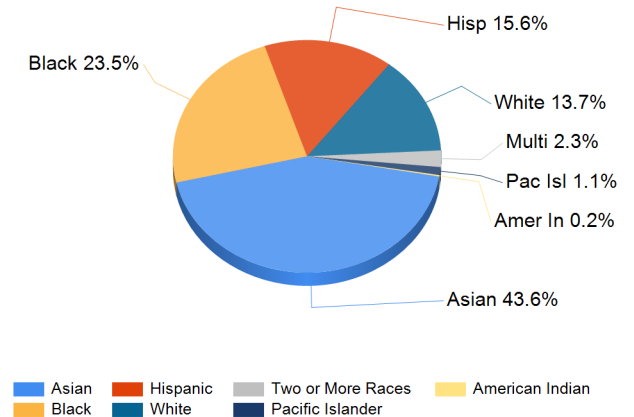
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



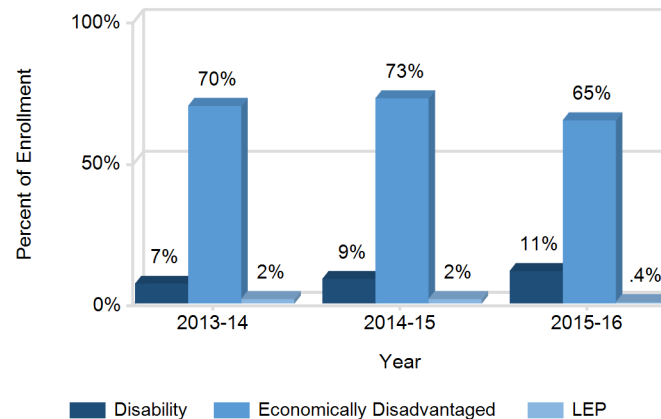
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	41.4%
Spanish	10.8%
Arabic	9.3%
Urdu	7.4%
Gujarati	6.8%
Other	23.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	83%	100	99
Mathematics Met or Exceeded Expectations	77%	100	99

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	460	83%	99	99%	✓	459	77%	99	99%	✓
White	65	83%	93	99%	✓	65	75%	93	99%	✓
African American	108	64%	88	99%	✓	107	52%	89	98%	✓
Hispanic	70	83%	97	96%	✓	70	73%	98	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	204	93%	77	100%	✓	204	90%	74	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	53	30%	94	100%	✓	53	9%	100	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	264	79%	98	99%	✓	263	73%	99	98%	✓



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	133	788	742	750	1%	2%	2%	46%	49%	95%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	21	782	729	732	5%	N	5%	43%	48%	91%	31%
Hispanic	18	788	741	738	N	6%	N	39%	56%	94%	37%
Asian	71	794	762	772	N	N	1%	48%	51%	99%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	755	755	S	S	S	S	S	S	60%
Students with Disability	N	N	N	719	N	N	N	N	N	N	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	64	783	738	735	2%	3%	2%	50%	44%	94%	33%
PARCC MATH											
Schoolwide	132	775	731	743	2%	1%	7%	67%	24%	91%	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	20	764	718	724	5%	N	10%	75%	10%	85%	20%
Hispanic	18	774	728	730	N	N	11%	72%	17%	89%	26%
Asian	71	781	753	768	N	N	6%	62%	32%	94%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	744	748	S	S	S	S	S	S	49%
Students with Disability	N	N	N	717	N	N	N	N	N	N	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	63	771	728	728	3%	N	10%	67%	21%	87%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	148	787	743	753	2%	3%	5%	28%	62%	89%	56%
White	24	785	750	760	N	N	13%	25%	63%	88%	65%
African American	31	775	727	733	10%	10%	3%	32%	45%	77%	35%
Hispanic	S	S	740	739	S	S	S	S	S	S	41%
Asian	74	795	769	781	N	1%	5%	20%	73%	93%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	76	784	739	735	1%	4%	9%	28%	58%	86%	37%
PARCC MATH											
Schoolwide	148	763	730	740	2%	5%	12%	68%	13%	80%	39%
White	24	760	737	747	N	4%	13%	79%	4%	83%	47%
African American	31	749	719	724	7%	19%	7%	65%	3%	68%	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	74	772	753	763	N	1%	12%	68%	19%	87%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	708	744	S	S	S	S	S	S	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	76	761	727	727	1%	8%	13%	70%	8%	78%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	135	769	736	753	N	4%	11%	71%	13%	84%	55%
White	21	768	741	759	N	5%	10%	71%	14%	86%	63%
African American	29	757	724	732	N	10%	21%	66%	3%	69%	34%
Hispanic	24	767	734	740	N	4%	17%	71%	8%	79%	43%
Asian	58	776	757	780	N	2%	5%	72%	21%	93%	82%
American Indian	S	S	735	753	S	S	S	S	S	S	52%
Two or More Races	S	S	738	756	S	S	S	S	S	S	59%
Students with Disability	N	N	N	715	N	N	N	N	N	N	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	88	768	734	736	N	5%	11%	73%	11%	84%	38%
**PARCC MATH											
Schoolwide	12	709	714	726	33%	42%	8%	17%	N	17%	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	N	N	N	704	N	N	N	N	N	N	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



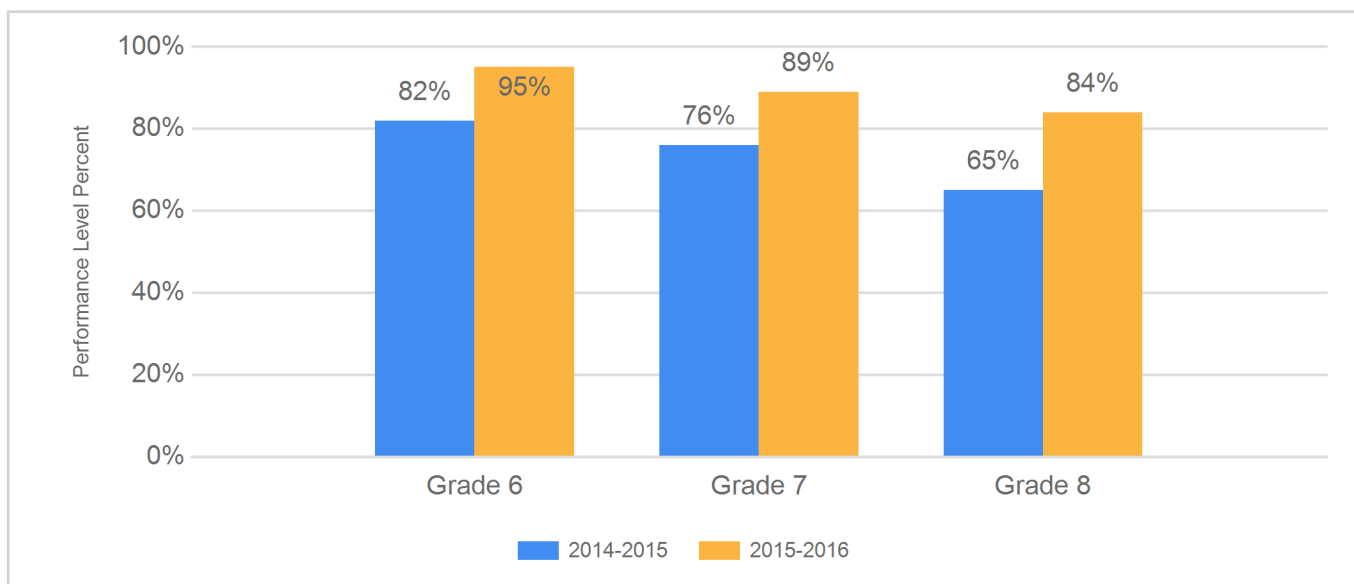
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	123	773	762	769	N	1%	10%	81%	8%	89%	41%
White	20	767	769	772	N	N	15%	80%	5%	85%	51%
African American	19	762	750	748	N	5%	16%	74%	5%	79%	20%
Hispanic	23	770	754	746	N	N	13%	83%	4%	87%	25%
Asian	58	780	775	789	N	N	5%	83%	12%	95%	76%
American Indian	S	S	S	769	S	S	S	S	S	S	38%
Two or More Races	S	S	756	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	82	771	759	746	N	1%	10%	84%	5%	89%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



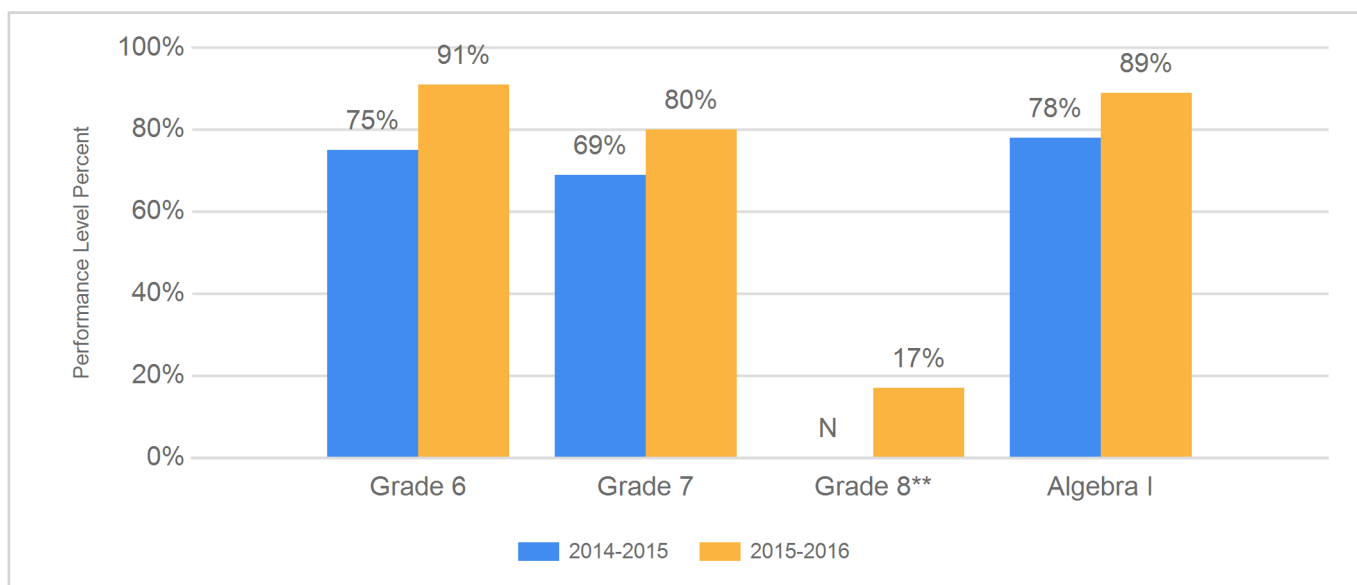
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

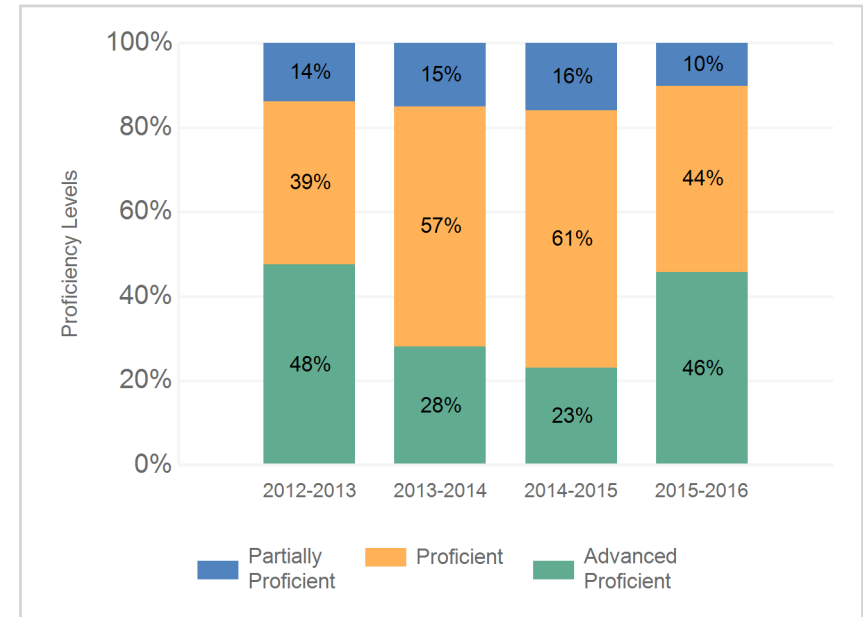
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	46%	44%	10%
White	46%	46%	9%
African American	23%	48%	29%
Hispanic	54%	38%	8%
American Indian	S	S	S
Asian	56%	42%	2%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	45%	45%	10%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	65	54	50
Student Growth on Math	54	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	1%	0%	0%
Partially Met (L2)	2%	1%	0%
Approached (L3)	4%	2%	1%
Met (L4)	17%	15%	16%
Exceeded (L5)	3%	8%	31%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	1%
Partially Met (L2)	2%	2%	1%
Approached (L3)	5%	3%	2%
Met (L4)	23%	22%	22%
Exceeded (L5)	3%	4%	11%



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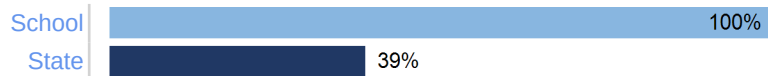
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



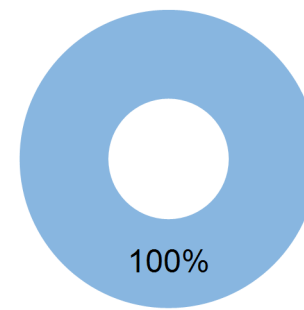
DANCE



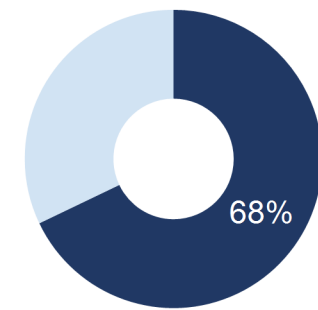
VISUAL ARTS



Any Visual and Performing Arts



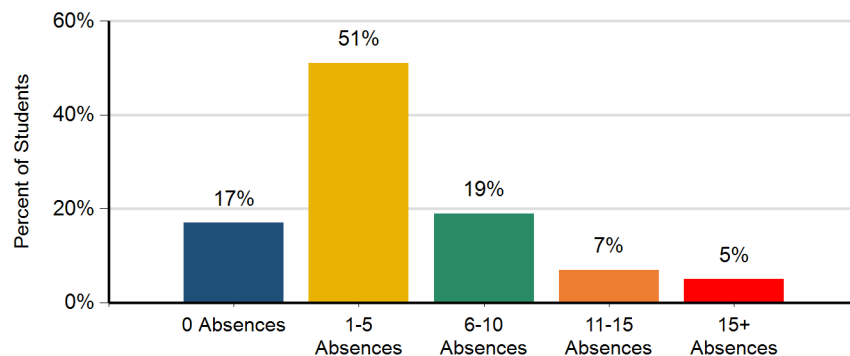
School



State

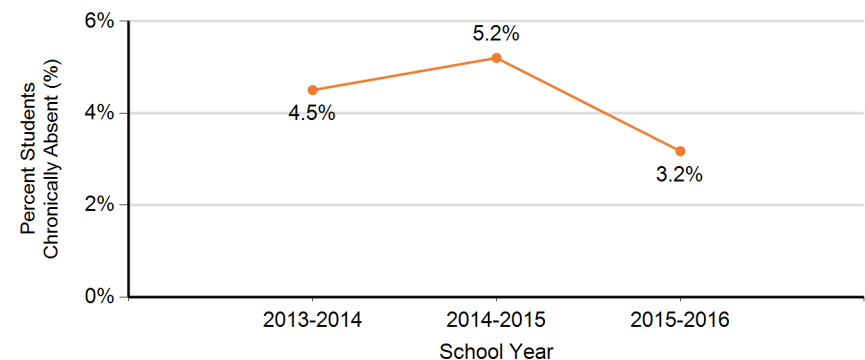
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	473:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
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While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-05

17-2390-320

HUDSON

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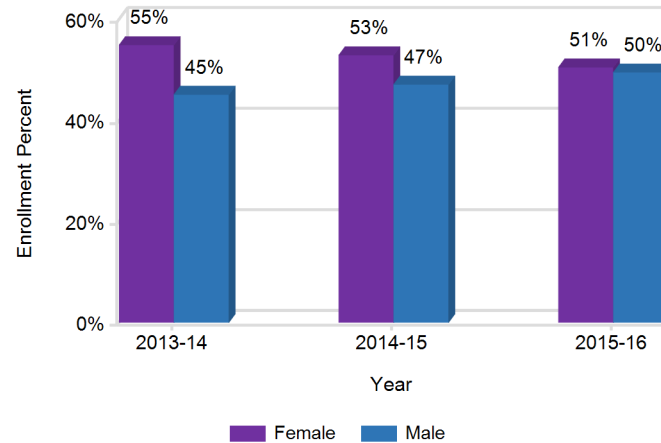
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	141	152	144
Grade KG	111	108	83
Grade 01	132	113	103
Grade 02	97	114	119
Grade 03	100	103	121
Grade 04	103	98	101
Grade 05	95	96	87
UG	14	20	42
Total	793	804	800

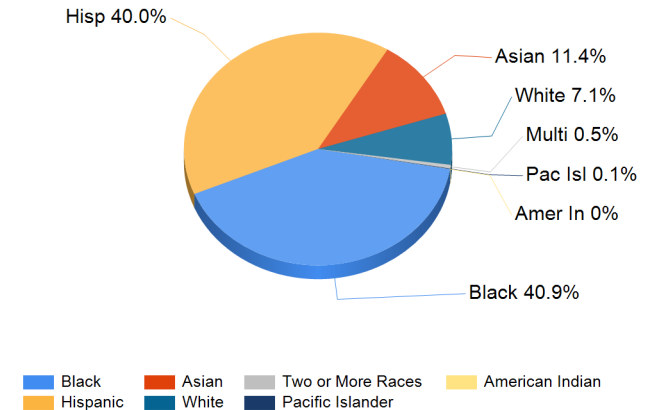
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



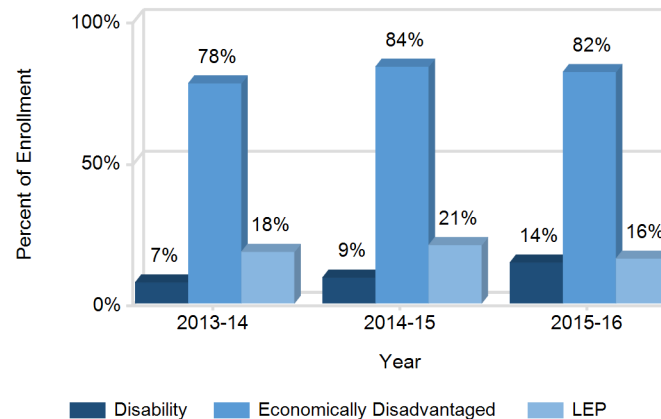
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	71.6%
Spanish	19.6%
Arabic	2.1%
Tagalog	1.9%
Urdu	1.3%
Other	3.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	26%	24	10
Mathematics Met or Exceeded Expectations	18%	31	9

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	277	26%	10	91%	X	278	18%	9	92%	X
White	S	S	S	S		S	S	S	S	
African American	116	22%	24	89%	X	116	14%	23	89%	X
Hispanic	109	17%	7	91%	X	110	14%	10	92%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	38	58%	22	100%	✓	38	42%	9	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	43	N	2	94%	✓	43	N	3	92%	✓
English Learner Students	48	4%	54	100%	✓	49	14%	55	98%	✓
Economically Disadvantaged Students	200	20%	12	90%	X	201	14%	13	91%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	120	719	735	746	35%	20%	19%	24%	2%	26%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	50	712	718	727	44%	22%	14%	20%	N	20%	30%
Hispanic	43	714	734	730	42%	19%	23%	16%	N	16%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	87	714	729	727	38%	23%	18%	18%	2%	21%	28%
PARCC MATH											
Schoolwide	123	728	735	749	18%	35%	24%	18%	6%	24%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	50	715	719	730	30%	38%	20%	10%	2%	12%	31%
Hispanic	45	727	733	736	13%	40%	29%	13%	4%	18%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	26	731	720	724	12%	35%	35%	12%	8%	19%	20%
Economically Disadvantaged Students	89	724	730	732	23%	33%	26%	14%	6%	19%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	90	735	740	750	14%	30%	28%	20%	8%	28%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	32	732	729	733	9%	41%	25%	19%	6%	25%	33%
Hispanic	42	727	739	737	19%	29%	33%	14%	5%	19%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	66	729	736	734	17%	35%	27%	15%	6%	21%	33%
PARCC MATH											
Schoolwide	93	719	732	745	29%	31%	23%	15%	2%	17%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	32	717	718	727	31%	41%	9%	16%	3%	19%	24%
Hispanic	44	714	730	733	34%	25%	27%	14%	N	14%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	20	714	723	720	35%	25%	25%	15%	N	15%	16%
Economically Disadvantaged Students	68	714	728	730	34%	35%	16%	13%	2%	15%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	724	743	751	23%	31%	25%	20%	1%	21%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	34	730	732	733	18%	29%	29%	21%	3%	24%	32%
Hispanic	31	716	741	738	29%	36%	23%	13%	N	13%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	55	720	739	735	26%	31%	31%	13%	N	13%	33%
PARCC MATH											
Schoolwide	84	719	734	747	25%	33%	31%	11%	N	11%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	35	721	722	728	20%	37%	31%	11%	N	11%	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	732	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

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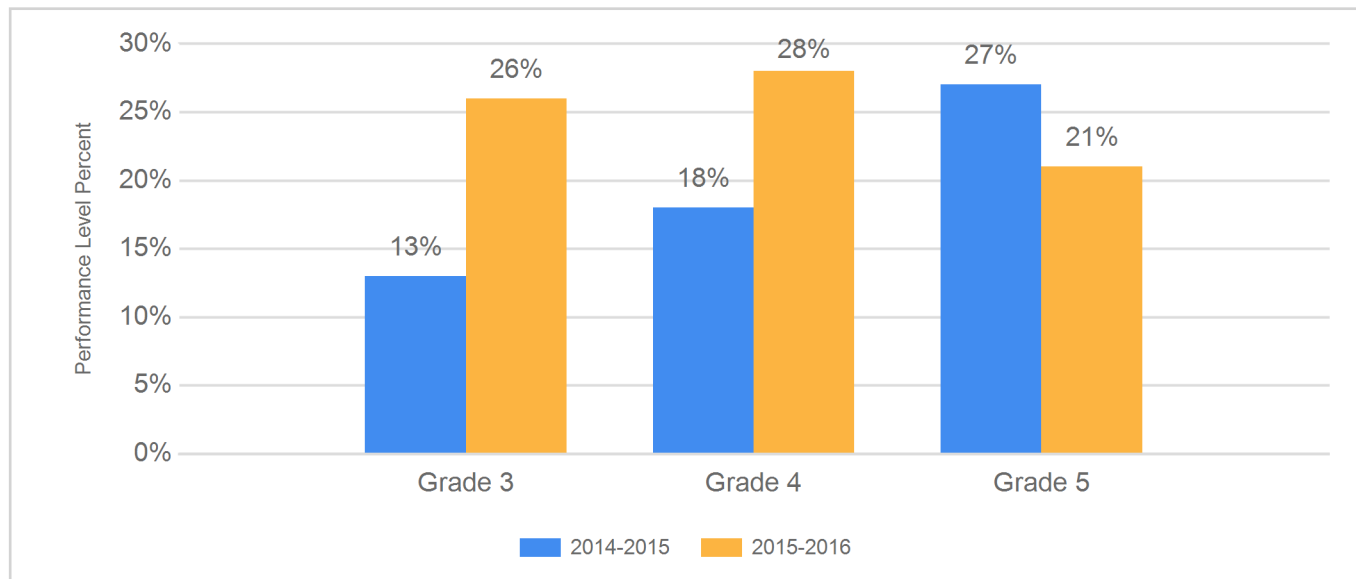
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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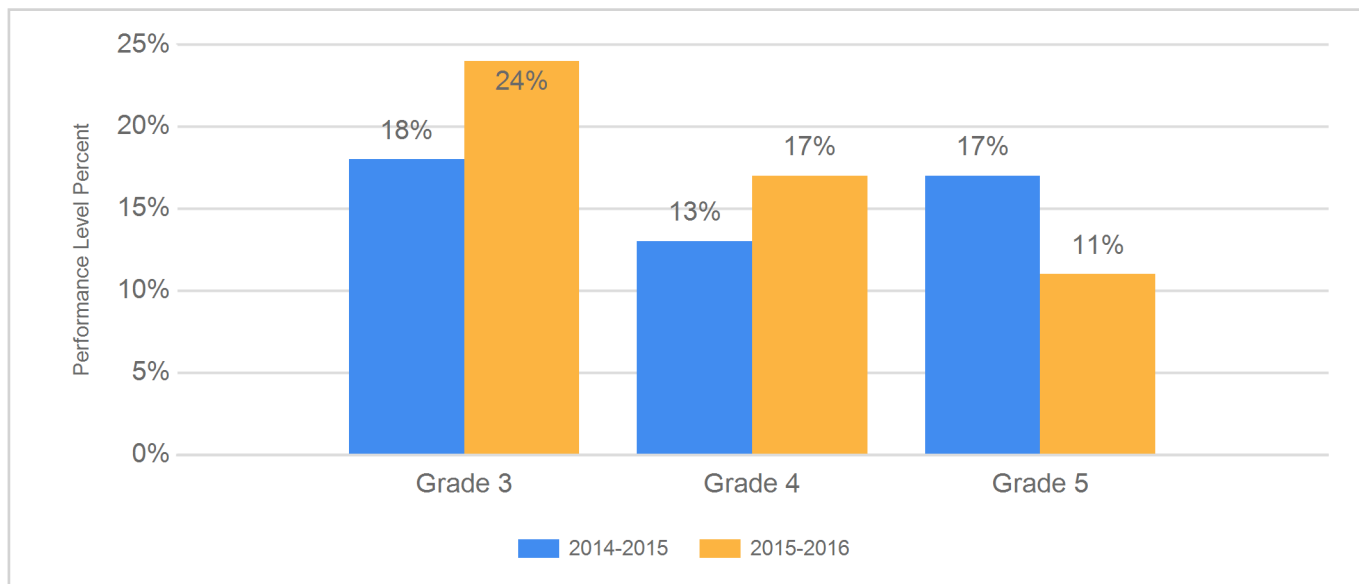
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

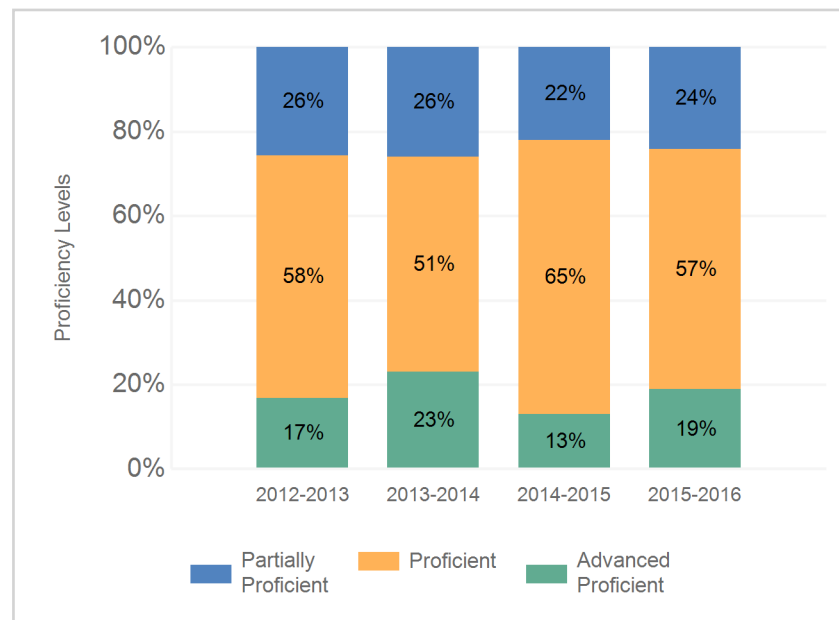
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	19%	57%	24%
White	S	S	S
African American	14%	54%	32%
Hispanic	14%	64%	21%
American Indian	N	N	N
Asian	50%	42%	8%
Two or More Races	N	N	N
Students with Disability	N	60%	40%
English Language Learners	S	S	S
Economically Disadvantaged Students	14%	56%	30%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	53	54	50
Student Growth on Math	40	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	3%	1%
Partially Met (L2)	12%	11%	9%
Approached (L3)	5%	10%	12%
Met (L4)	1%	5%	14%
Exceeded (L5)	0%	1%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	20%	2%	0%
Partially Met (L2)	13%	15%	7%
Approached (L3)	9%	13%	7%
Met (L4)	1%	7%	7%
Exceeded (L5)	0%	1%	0%



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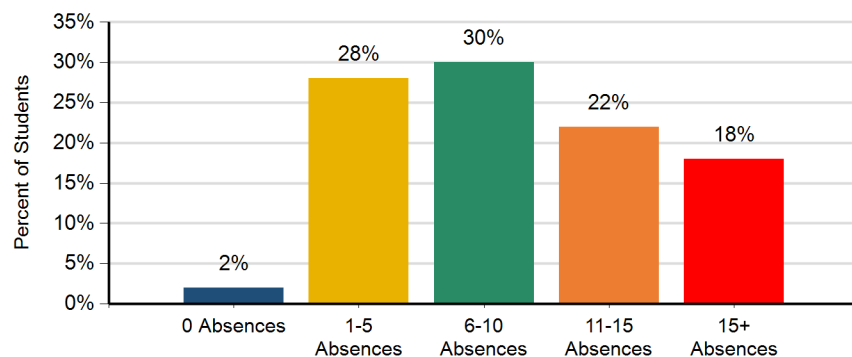
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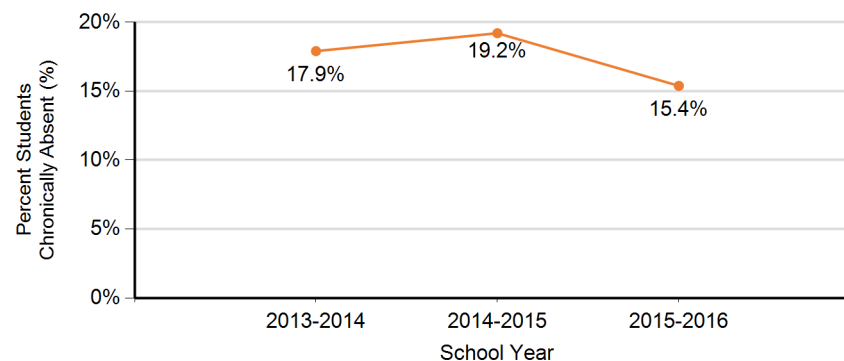
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	800:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
2015-2016

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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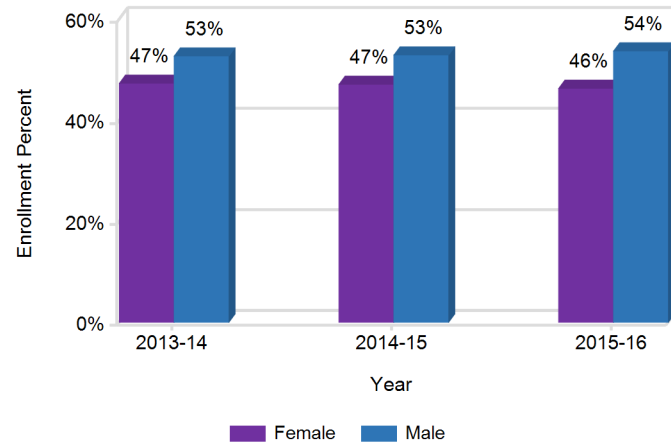
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	1	0	8
Grade KG	117	128	107
Grade 01	124	113	125
Grade 02	114	122	100
Grade 03	134	126	117
Grade 04	128	131	119
Grade 05	123	132	124
Grade 06	102	117	141
Grade 07	101	103	112
Grade 08	90	108	105
UG	25	41	41
Total	1059	1121	1099

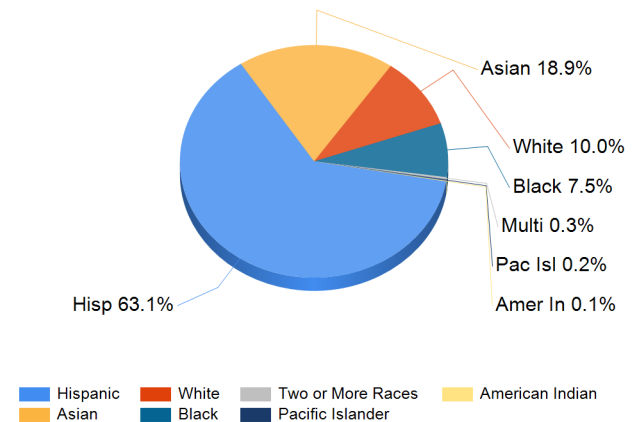
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



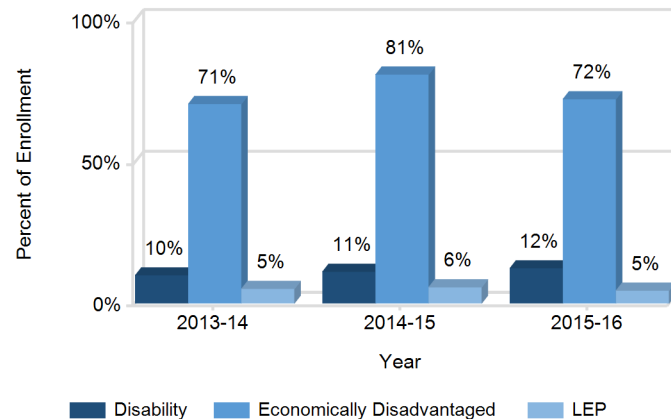
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	44.7%
Spanish	36.8%
Gujarati	7.3%
Arabic	2.6%
Hindi	2.2%
Other	6.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	52%	76	46
Mathematics Met or Exceeded Expectations	45%	79	45

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	703	52%	46	97%	✓	705	45%	45	97%	✓
White	63	48%	32	97%	✓	63	43%	33	97%	✓
African American	57	60%	78	94%	✓	57	44%	74	94%	✓
Hispanic	465	48%	60	97%	✓	467	42%	64	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	114	68%	34	100%	✓	114	62%	27	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	90	10%	26	88%	✗	90	10%	29	88%	✗
English Learner Students	39	13%	67	95%	✓	40	18%	63	97%	✓
Economically Disadvantaged Students	428	50%	81	96%	✓	430	42%	80	96%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	751	735	746	12%	18%	19%	41%	10%	51%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	83	746	734	730	13%	18%	22%	43%	4%	47%	31%
Asian	20	775	766	772	10%	10%	5%	40%	35%	75%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	73	744	729	727	14%	21%	19%	43%	4%	47%	28%
PARCC MATH											
Schoolwide	119	753	735	749	7%	17%	19%	41%	16%	57%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	86	747	733	736	9%	16%	22%	43%	9%	52%	35%
Asian	22	781	767	777	N	9%	14%	32%	46%	77%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	76	745	730	732	8%	22%	21%	40%	9%	49%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	751	740	750	9%	19%	23%	34%	16%	50%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	13	759	729	733	N	23%	8%	62%	8%	69%	33%
Hispanic	77	744	739	737	12%	21%	26%	30%	12%	42%	37%
Asian	17	765	761	773	N	6%	35%	29%	29%	59%	79%
American Indian	S	S	749	748	S	S	S	S	S	S	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	71	745	736	734	11%	20%	21%	38%	10%	48%	33%
PARCC MATH											
Schoolwide	127	746	732	745	7%	21%	28%	35%	9%	44%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	13	743	718	727	N	39%	23%	39%	N	39%	24%
Hispanic	81	740	730	733	9%	24%	30%	33%	5%	38%	30%
Asian	21	767	756	771	N	10%	29%	48%	14%	62%	78%
American Indian	S	S	735	742	S	S	S	S	S	S	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	76	740	728	730	8%	25%	28%	37%	3%	40%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	759	743	751	2%	9%	33%	43%	13%	56%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	72	755	741	738	1%	11%	35%	46%	7%	53%	37%
Asian	26	776	764	773	N	4%	19%	42%	35%	77%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	16	726	708	723	13%	38%	31%	19%	N	19%	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	75	755	739	735	1%	8%	36%	49%	5%	55%	33%
PARCC MATH											
Schoolwide	126	751	734	747	8%	12%	28%	38%	14%	52%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	78	744	732	735	12%	14%	28%	40%	6%	46%	31%
Asian	28	773	760	774	4%	4%	18%	36%	39%	75%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	16	721	711	725	25%	19%	38%	19%	N	19%	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	79	748	732	732	8%	14%	27%	44%	8%	52%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	142	754	742	750	4%	9%	26%	47%	13%	61%	52%
White	12	752	745	756	8%	17%	8%	50%	17%	67%	61%
African American	12	762	729	732	N	8%	25%	50%	17%	67%	31%
Hispanic	90	751	741	738	6%	8%	33%	41%	12%	53%	37%
Asian	28	762	762	772	N	11%	11%	64%	14%	79%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	16	719	708	719	25%	25%	38%	13%	N	13%	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	79	752	738	735	5%	11%	25%	47%	11%	58%	33%
PARCC MATH											
Schoolwide	145	740	731	743	8%	17%	33%	39%	3%	41%	43%
White	12	739	736	750	25%	8%	17%	50%	N	50%	53%
African American	12	734	718	724	8%	25%	33%	33%	N	33%	20%
Hispanic	92	737	728	730	7%	22%	37%	33%	2%	35%	26%
Asian	29	753	753	768	7%	3%	28%	55%	7%	62%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	16	715	704	717	38%	31%	13%	19%	N	19%	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	80	740	728	728	9%	18%	30%	43%	1%	44%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	116	750	743	753	12%	10%	22%	39%	17%	56%	56%
White	S	S	S	760	S	S	S	S	S	S	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	83	748	740	739	16%	11%	21%	34%	19%	53%	41%
Asian	17	756	769	781	N	12%	29%	47%	12%	59%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	78	748	739	735	14%	14%	18%	39%	15%	54%	37%
PARCC MATH											
Schoolwide	119	734	730	740	8%	24%	44%	24%	N	24%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	86	732	727	729	11%	23%	41%	26%	N	26%	23%
Asian	17	744	753	763	N	12%	65%	24%	N	24%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	708	744	S	S	S	S	S	S	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	80	733	727	727	9%	25%	44%	23%	N	23%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	742	736	753	7%	22%	34%	33%	5%	38%	55%
White	18	747	741	759	11%	11%	39%	33%	6%	39%	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	67	741	734	740	8%	18%	36%	33%	6%	39%	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	63	740	734	736	6%	21%	37%	35%	2%	37%	38%
**PARCC MATH											
Schoolwide	84	739	714	726	12%	16%	29%	44%	N	44%	26%
White	15	731	720	732	20%	20%	20%	40%	N	40%	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	53	738	717	721	13%	15%	30%	42%	N	42%	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	50	738	714	718	10%	20%	28%	42%	N	42%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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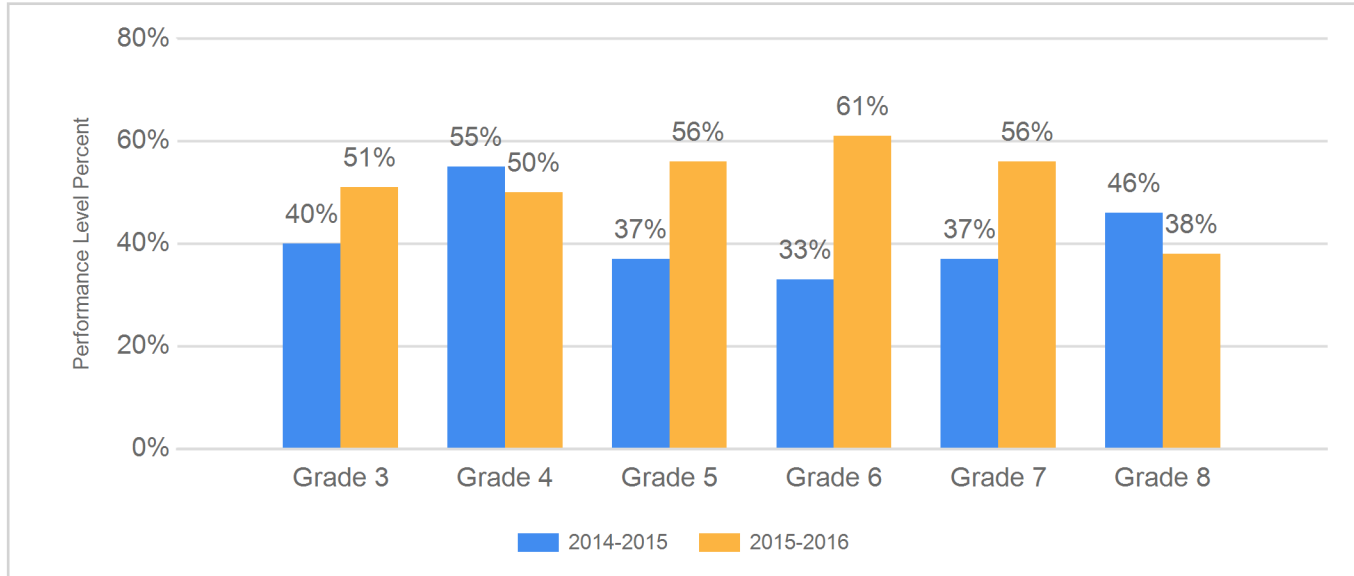
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	772	762	769	N	N	9%	74%	17%	91%	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	15	770	754	746	N	N	7%	80%	13%	93%	25%
Asian	S	S	775	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	769	759	746	N	N	8%	85%	8%	92%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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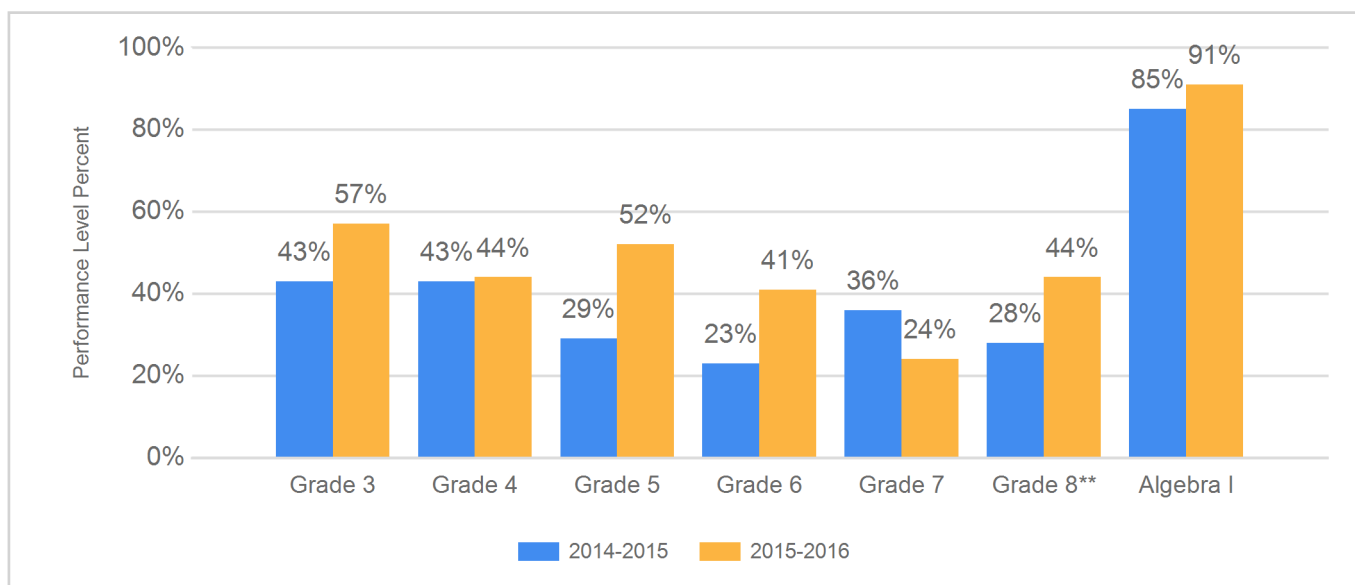
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

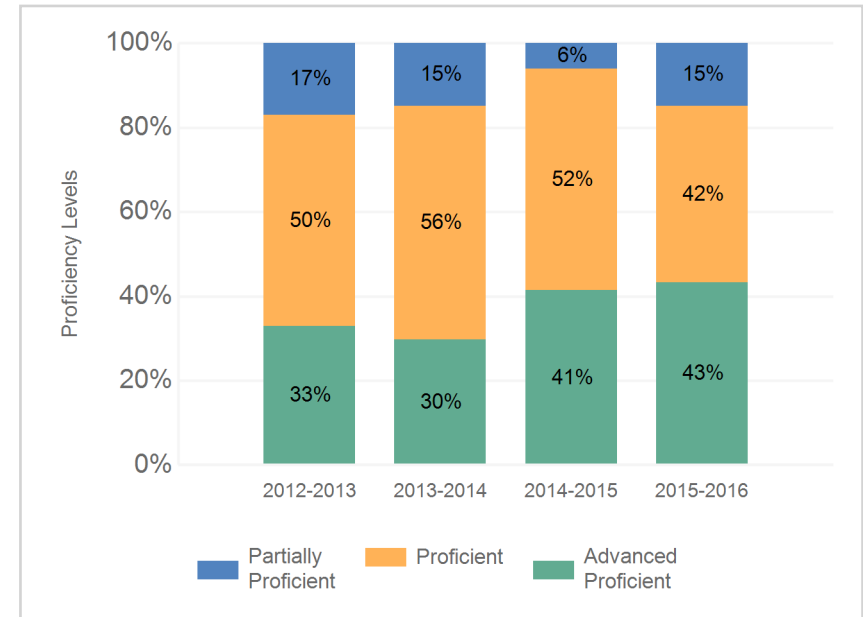
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	43%	42%	15%
White	S	S	S
African American	39%	46%	15%
Hispanic	38%	45%	18%
American Indian	N	N	N
Asian	52%	44%	4%
Two or More Races	S	S	S
Students with Disability	N	25%	75%
English Language Learners	36%	46%	18%
Economically Disadvantaged Students	41%	41%	18%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

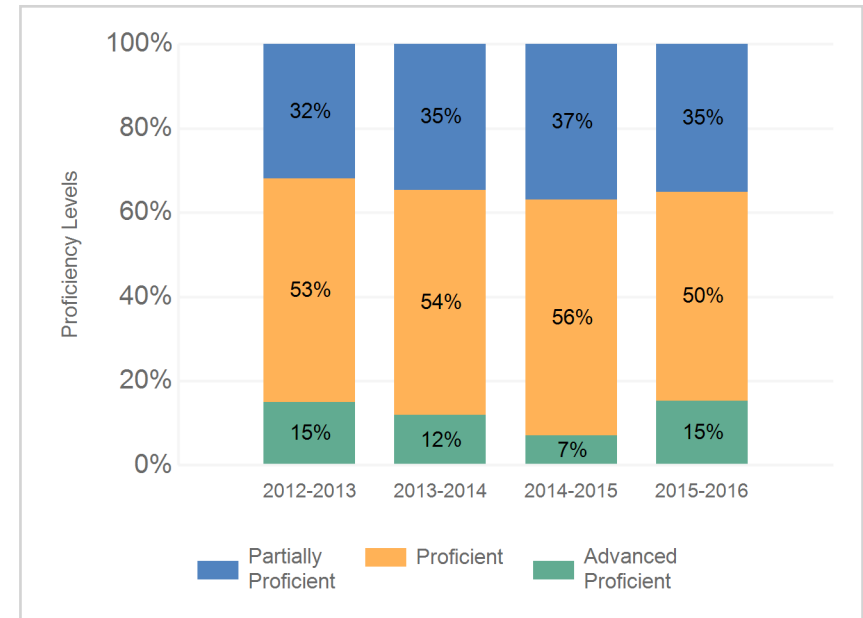
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	15%	50%	35%
White	6%	56%	39%
African American	9%	55%	36%
Hispanic	17%	49%	34%
American Indian	N	N	N
Asian	25%	42%	33%
Two or More Races	N	N	N
Students with Disability	6%	13%	81%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	54%	34%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	63	54	50
Student Growth on Math	61	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	7%	4%	2%
Approached (L3)	8%	12%	7%
Met (L4)	4%	13%	25%
Exceeded (L5)	0%	2%	12%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	1%	0%
Partially Met (L2)	7%	6%	3%
Approached (L3)	10%	12%	12%
Met (L4)	3%	8%	25%
Exceeded (L5)	0%	1%	5%



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Alfred Zampella School

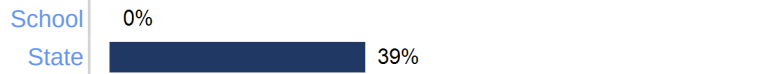
201 NORTH ST

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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



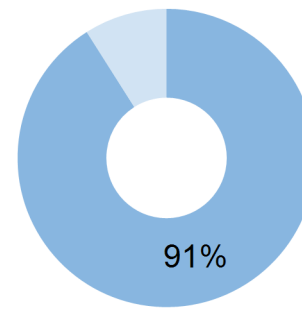
DANCE



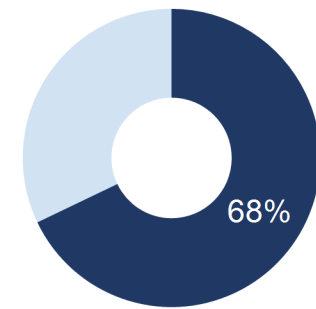
VISUAL ARTS



Any Visual and Performing Arts



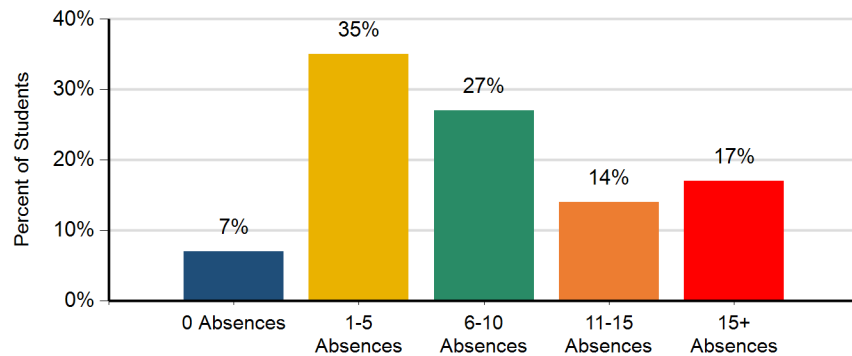
School



State

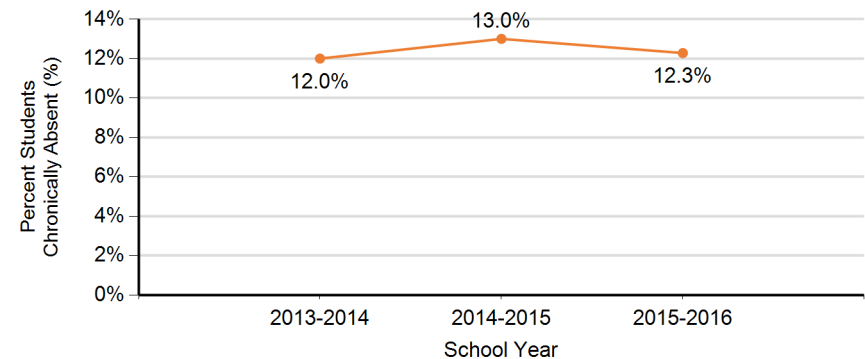
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	550:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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Enrollment by Grade

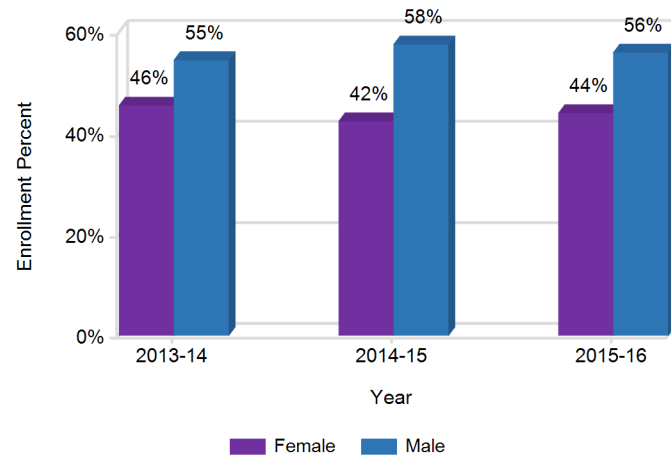
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	73	79	75
Grade KG	36	39	33
Grade 01	40	31	43
Grade 02	32	31	31
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	39	44	43
Total	220	224	225

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

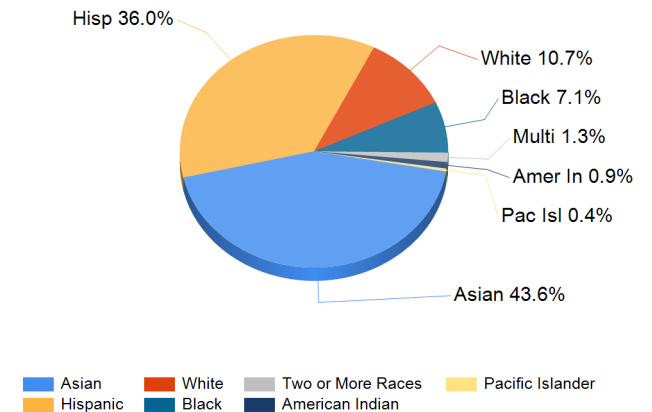
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



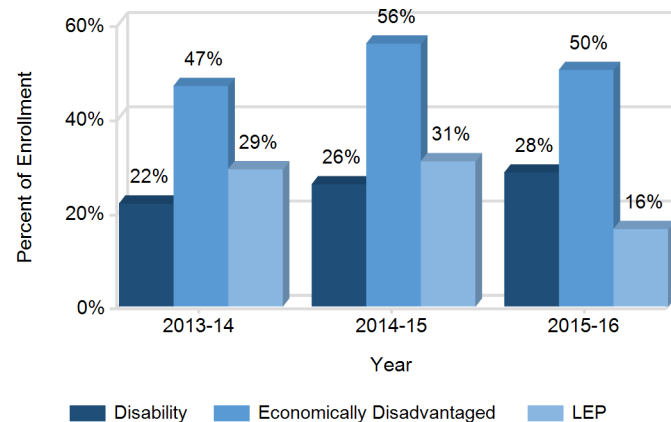
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	42.2%
Spanish	12.9%
Hindi	11.1%
Arabic	8.4%
Gujarati	5.8%
Other	19.2%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	6:1
Administrator	225:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

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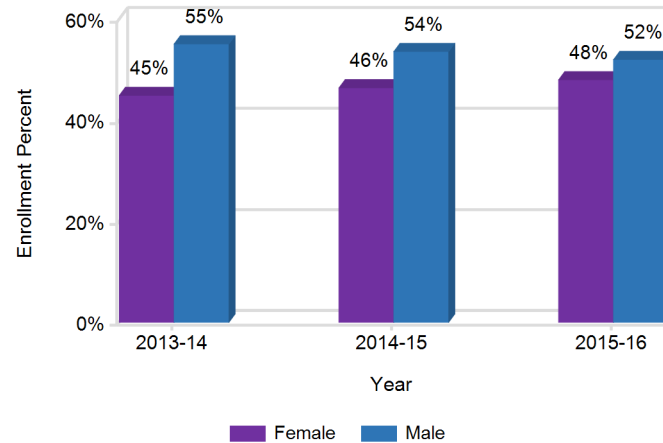
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	86	89	75
Grade 01	93	95	94
Grade 02	80	89	88
Grade 03	81	85	90
Grade 04	90	80	81
Grade 05	135	145	114
Grade 06	97	106	117
Grade 07	98	90	106
Grade 08	109	106	97
UG	22	23	25
Total	891	908	887

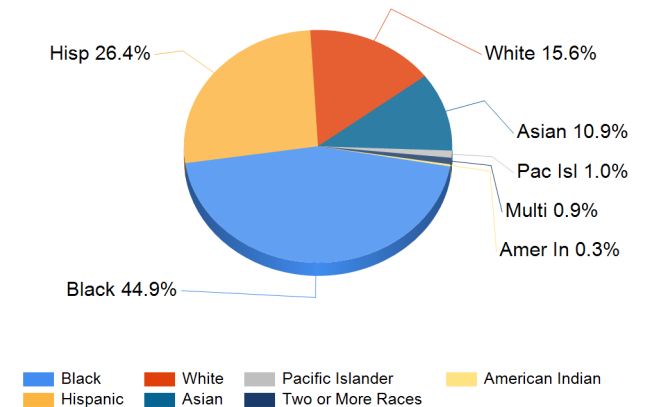
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This graph displays the percentage of students by gender for the past three school years.



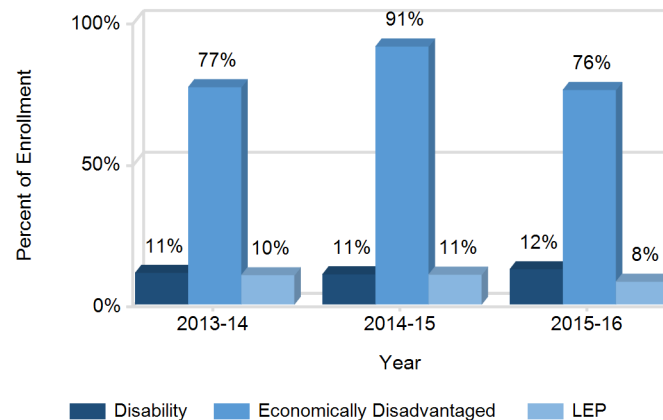
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	72.9%
Spanish	9.2%
Arabic	7.6%
Tagalog	4.2%
Creoles and pidgins, French-based	1.2%
Other	4.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	24%	21	10
Mathematics Met or Exceeded Expectations	11%	17	4

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	591	24%	10	98%	✓	593	11%	4	97%	✓
White	80	33%	11	100%	✓	81	16%	6	99%	✓
African American	264	12%	11	97%	✓	263	5%	12	96%	✓
Hispanic	161	25%	18	98%	✓	162	8%	4	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	81	48%	12	98%	✓	81	33%	7	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	104	3%	11	98%	✓	100	2%	7	95%	✓
English Learner Students	45	N	18	100%	✓	49	N	13	100%	✓
Economically Disadvantaged Students	378	20%	14	98%	✓	381	9%	7	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	712	735	746	36%	23%	31%	9%	1%	10%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	12	723	766	772	33%	17%	17%	25%	8%	33%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	65	713	729	727	35%	25%	29%	9%	2%	11%	28%
PARCC MATH											
Schoolwide	94	710	735	749	42%	29%	19%	9%	2%	11%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	23	714	733	736	30%	35%	22%	9%	4%	13%	35%
Asian	12	727	767	777	33%	17%	8%	33%	8%	42%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	69	709	730	732	45%	26%	17%	10%	1%	12%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	80	722	740	750	25%	26%	28%	20%	1%	21%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	17	729	739	737	24%	18%	29%	29%	N	29%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	60	724	736	734	22%	27%	32%	18%	2%	20%	33%
PARCC MATH											
Schoolwide	S	S	732	745	S	S	S	S	S	S	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	17	709	730	733	47%	24%	18%	12%	N	12%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	728	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	729	743	751	19%	28%	25%	27%	1%	28%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	45	717	732	733	22%	33%	33%	11%	N	11%	32%
Hispanic	39	728	741	738	23%	31%	21%	23%	3%	26%	37%
Asian	16	752	764	773	6%	13%	19%	63%	N	63%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	73	721	739	735	23%	34%	22%	19%	1%	21%	33%
PARCC MATH											
Schoolwide	122	714	734	747	36%	27%	21%	16%	1%	16%	47%
White	15	726	740	753	20%	27%	27%	27%	N	27%	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	40	711	732	735	43%	28%	18%	10%	3%	13%	31%
Asian	17	737	760	774	18%	18%	12%	53%	N	53%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	76	710	732	732	45%	24%	18%	12%	1%	13%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	725	742	750	19%	26%	35%	20%	N	20%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	47	717	729	732	26%	36%	26%	13%	N	13%	31%
Hispanic	39	731	741	738	13%	13%	49%	26%	N	26%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	68	721	738	735	24%	25%	37%	15%	N	15%	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	18	714	753	768	22%	50%	17%	11%	N	11%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	744	748	S	S	S	S	S	S	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	728	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	728	743	753	23%	15%	27%	33%	2%	35%	56%
White	16	745	750	760	6%	19%	6%	56%	13%	69%	65%
African American	48	722	727	733	23%	17%	40%	21%	N	21%	35%
Hispanic	28	719	740	739	39%	7%	25%	29%	N	29%	41%
Asian	19	740	769	781	11%	21%	21%	47%	N	47%	84%
American Indian	S	S	728	748	S	S	S	S	S	S	54%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	65	722	739	735	29%	9%	32%	29%	N	29%	37%
PARCC MATH											
Schoolwide	S	S	730	740	S	S	S	S	S	S	39%
White	18	717	737	747	22%	44%	11%	22%	N	22%	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	20	727	753	763	20%	25%	30%	25%	N	25%	72%
American Indian	S	S	S	736	S	S	S	S	S	S	30%
Two or More Races	S	S	708	744	S	S	S	S	S	S	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	727	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	723	736	753	28%	25%	23%	25%	N	25%	55%
White	16	721	741	759	31%	25%	25%	19%	N	19%	63%
African American	45	714	724	732	36%	31%	18%	16%	N	16%	34%
Hispanic	25	727	734	740	24%	20%	24%	32%	N	32%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	S	S	735	753	S	S	S	S	S	S	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	56	722	734	736	34%	20%	21%	25%	N	25%	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	16	710	720	732	44%	25%	19%	13%	N	13%	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	S	S	721	726	S	S	S	S	S	S	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	47	703	714	718	51%	28%	11%	11%	N	11%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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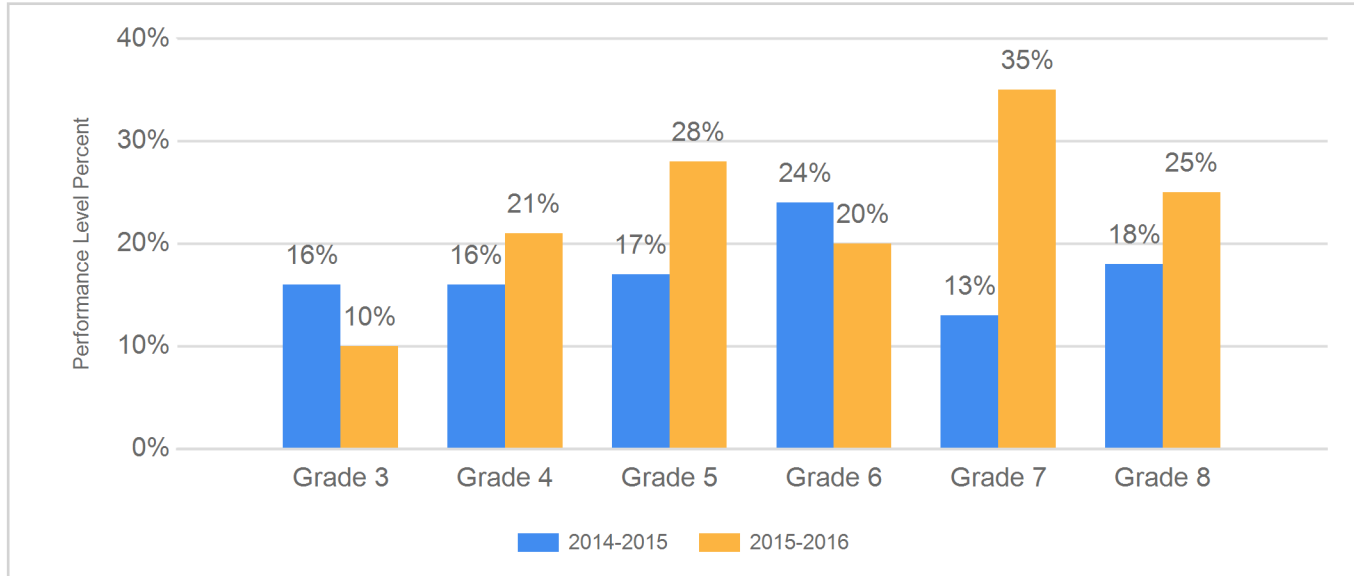
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	726	762	769	22%	22%	30%	26%	N	26%	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	S	S	754	746	S	S	S	S	S	S	25%
Asian	S	S	775	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	717	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	14	726	759	746	21%	21%	36%	21%	N	21%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



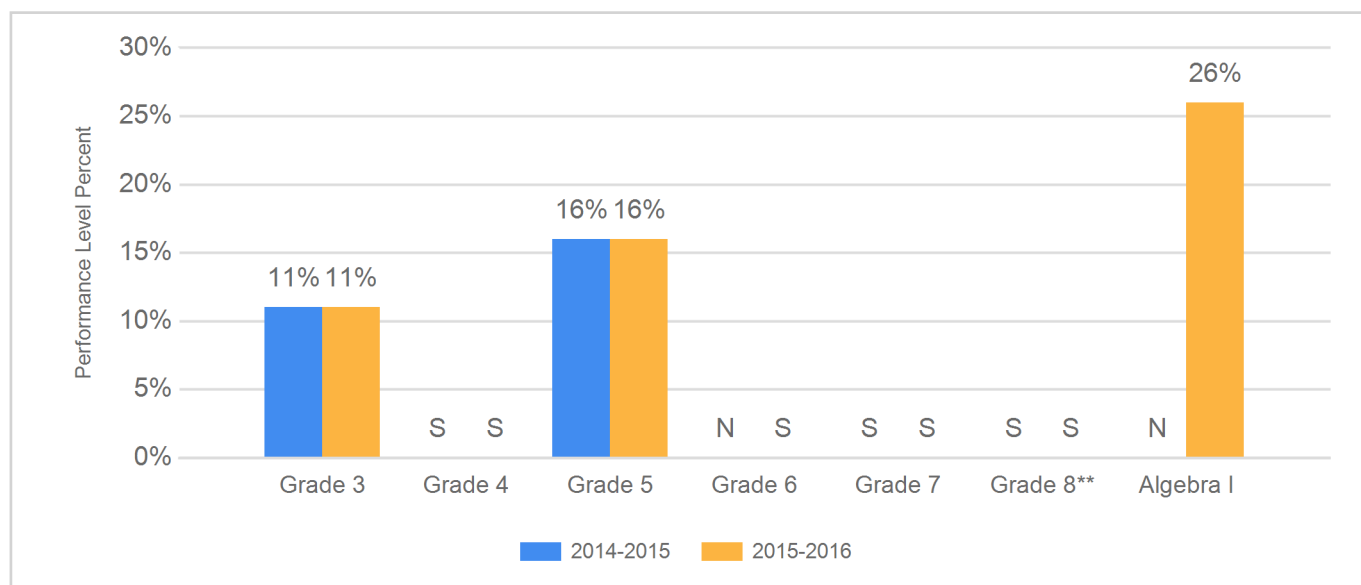
State of New Jersey
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

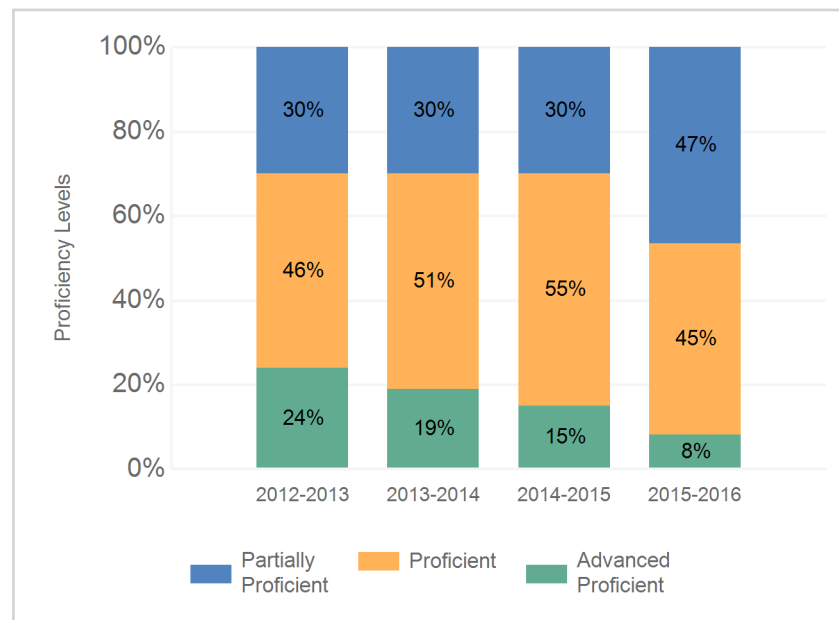
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	8%	45%	47%
White	15%	39%	46%
African American	N	46%	55%
Hispanic	12%	53%	35%
American Indian	N	N	N
Asian	27%	46%	27%
Two or More Races	S	S	S
Students with Disability	N	27%	73%
English Language Learners	N	18%	82%
Economically Disadvantaged Students	8%	43%	49%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

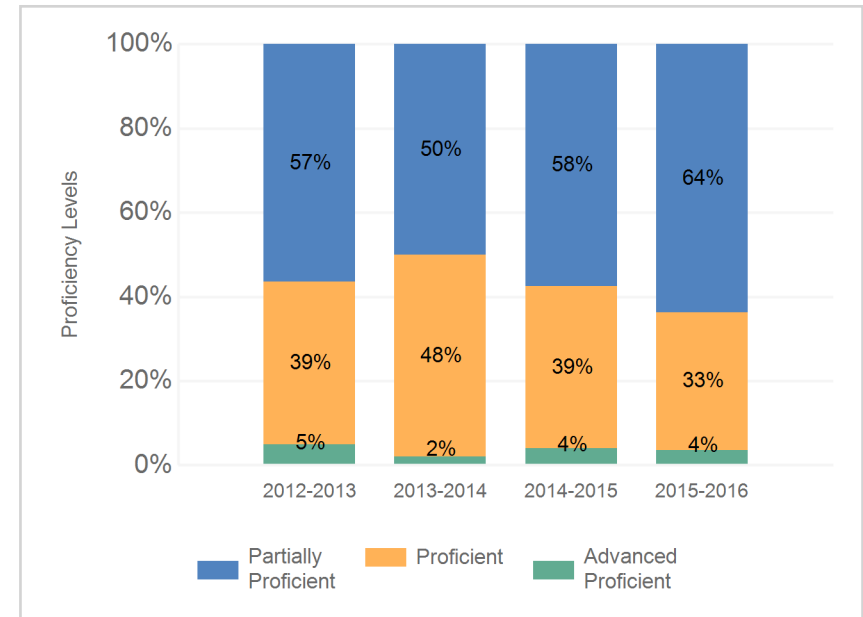
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	4%	33%	64%
White	5%	29%	67%
African American	2%	30%	68%
Hispanic	3%	35%	62%
American Indian	S	S	S
Asian	8%	50%	42%
Two or More Races	N	N	N
Students with Disability	N	14%	86%
English Language Learners	N	7%	93%
Economically Disadvantaged Students	5%	32%	63%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	54	50
Student Growth on Math	21	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	3%	1%
Partially Met (L2)	13%	9%	3%
Approached (L3)	6%	11%	11%
Met (L4)	6%	6%	15%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	34%	5%	1%
Partially Met (L2)	20%	11%	4%
Approached (L3)	7%	6%	2%
Met (L4)	4%	4%	3%
Exceeded (L5)	0%	0%	0%



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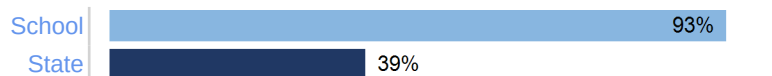
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



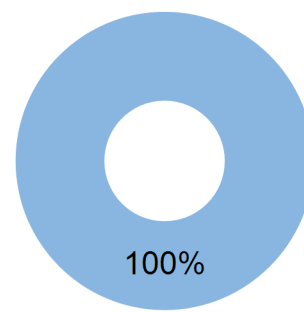
DANCE



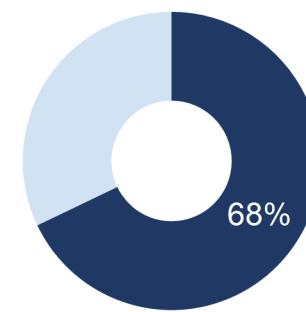
VISUAL ARTS



Any Visual and Performing Arts



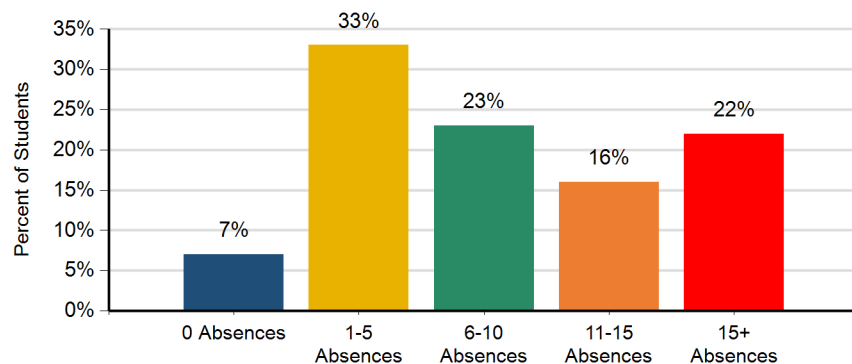
School



State

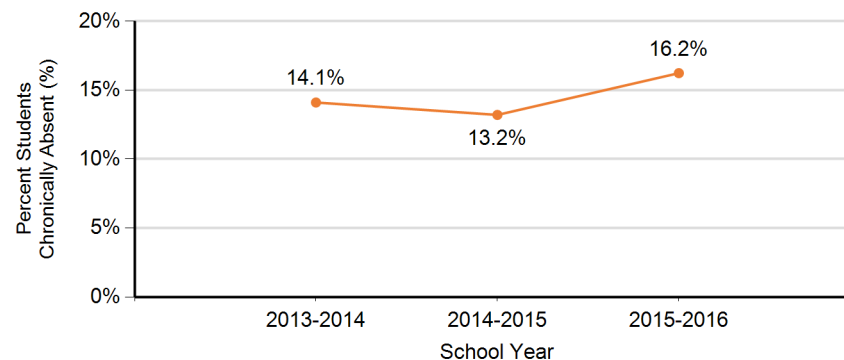
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	444:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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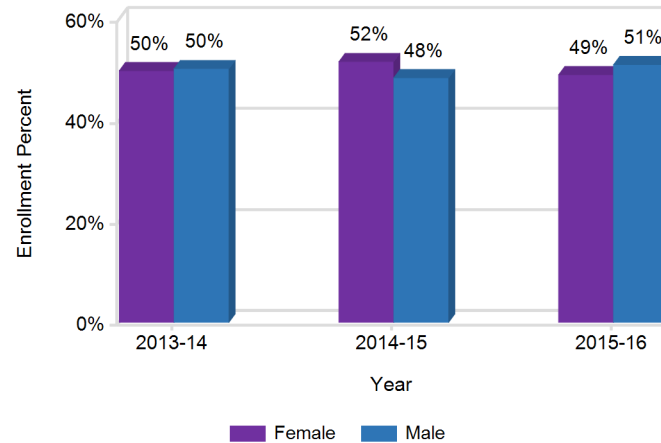
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	111	111	114
Grade KG	109	105	87
Grade 01	104	100	90
Grade 02	78	92	84
Grade 03	126	108	111
Grade 04	121	112	100
Grade 05	116	123	101
UG	50	61	94
Total	815	812	781

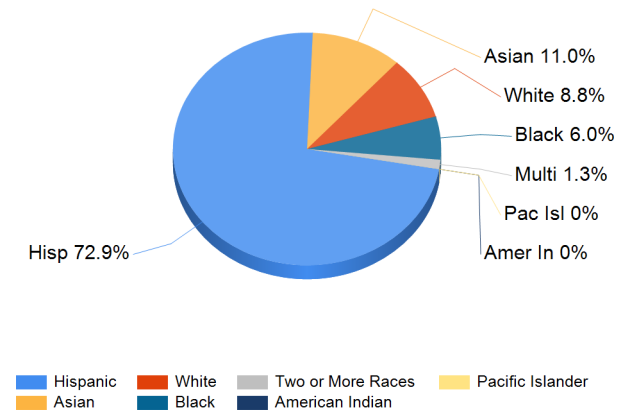
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



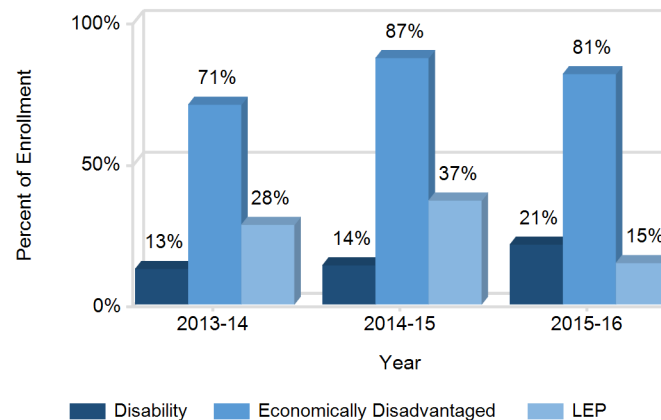
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	48.1%
Spanish	42.3%
Arabic	2.6%
Hindi	1.5%
Gujarati	0.9%
Other	4.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	37%	55	23
Mathematics Met or Exceeded Expectations	32%	66	25

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	279	37%	23	97%	✓	281	32%	25	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	206	36%	37	96%	✓	208	30%	39	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	66	6%	9	94%	✓	66	3%	10	94%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	217	34%	47	97%	✓	218	30%	56	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	93	736	735	746	23%	15%	24%	36%	3%	39%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	70	733	734	730	21%	19%	24%	33%	3%	36%	31%
Asian	S	S	S	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	70	733	729	727	24%	16%	27%	30%	3%	33%	28%
PARCC MATH											
Schoolwide	96	737	735	749	14%	23%	30%	26%	7%	33%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	73	735	733	736	12%	26%	32%	25%	6%	30%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	72	736	730	732	13%	25%	32%	25%	6%	31%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	740	740	750	15%	22%	22%	32%	10%	42%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	55	738	739	737	18%	16%	26%	33%	7%	40%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	60	738	736	734	17%	22%	22%	33%	7%	40%	33%
PARCC MATH											
Schoolwide	82	736	732	745	17%	23%	22%	34%	4%	38%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	58	734	730	733	16%	24%	26%	35%	N	35%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	63	732	728	730	16%	27%	22%	35%	N	35%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	736	743	751	13%	19%	34%	33%	1%	34%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	74	735	741	738	14%	19%	34%	32%	1%	34%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	75	735	739	735	13%	20%	33%	32%	1%	33%	33%
PARCC MATH											
Schoolwide	91	732	734	747	15%	24%	33%	24%	3%	28%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	74	731	732	735	15%	24%	35%	23%	3%	26%	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	75	732	732	732	15%	27%	29%	25%	4%	29%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



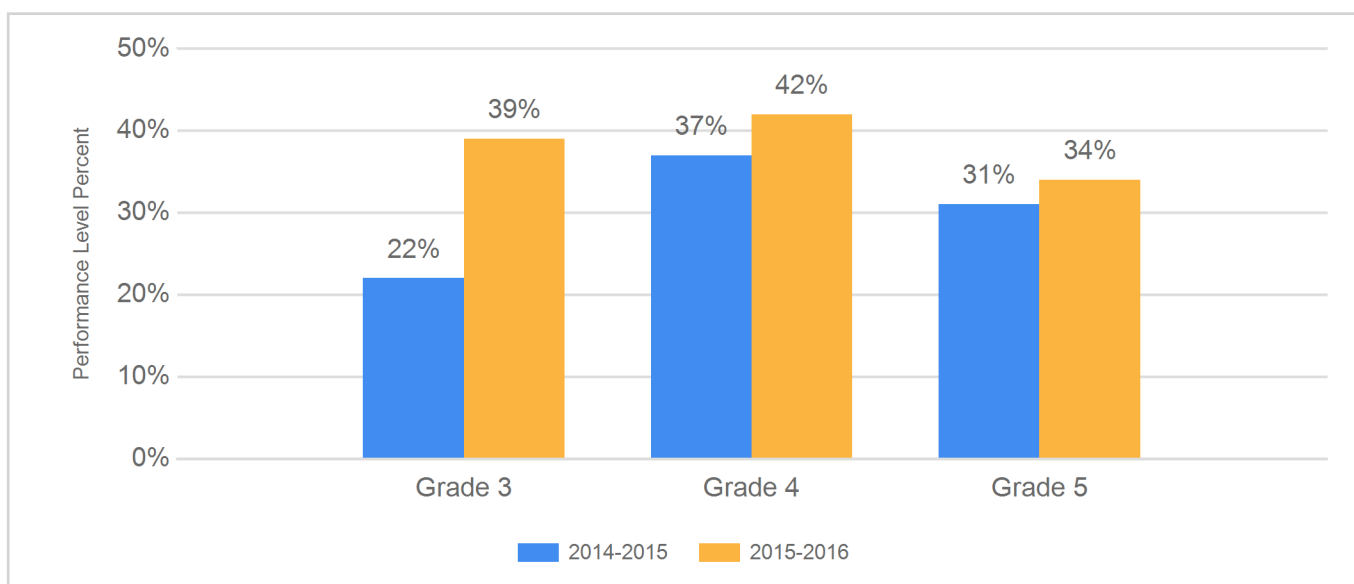
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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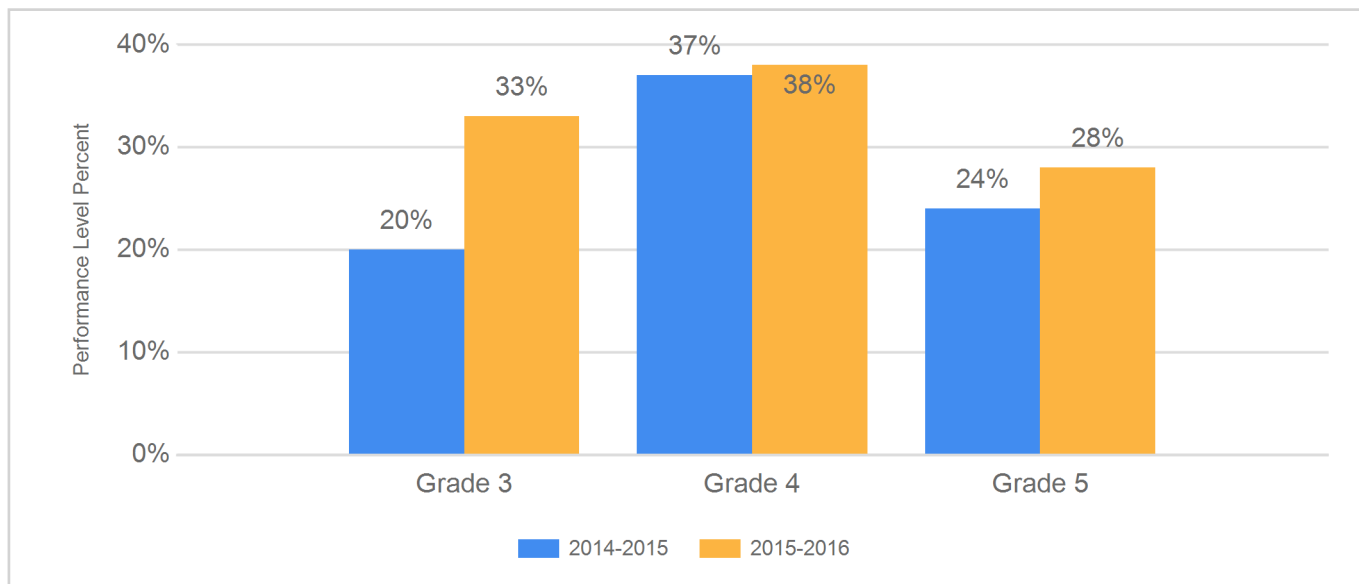
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

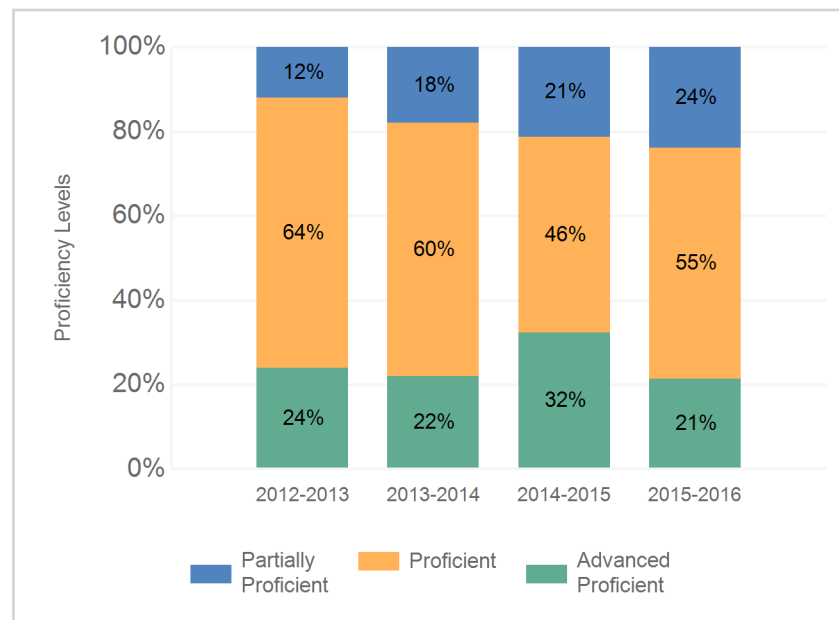
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	21%	55%	24%
White	S	S	S
African American	S	S	S
Hispanic	18%	65%	18%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	57%	43%
English Language Learners	25%	42%	33%
Economically Disadvantaged Students	19%	56%	25%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	54	50
Student Growth on Math	41	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	3%	0%
Partially Met (L2)	8%	7%	3%
Approached (L3)	6%	9%	14%
Met (L4)	4%	10%	20%
Exceeded (L5)	0%	1%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	2%	1%
Partially Met (L2)	16%	7%	1%
Approached (L3)	12%	6%	9%
Met (L4)	6%	11%	15%
Exceeded (L5)	0%	1%	2%



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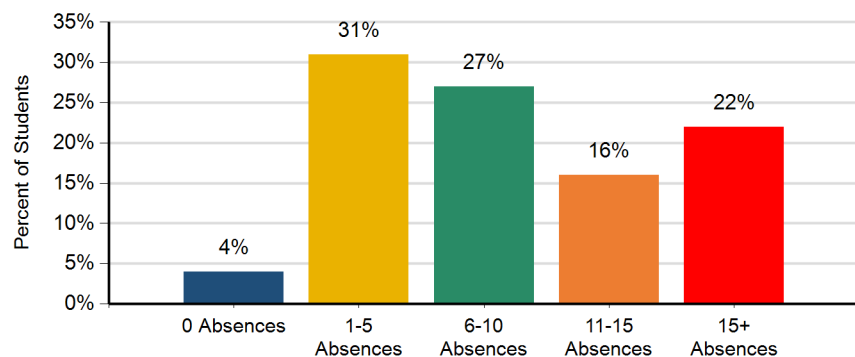
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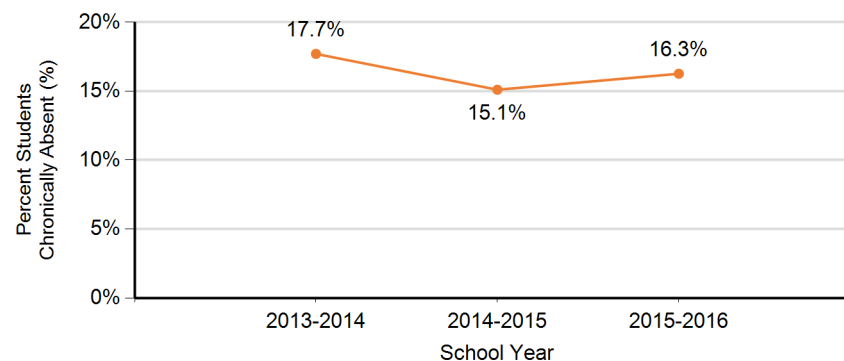
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	781:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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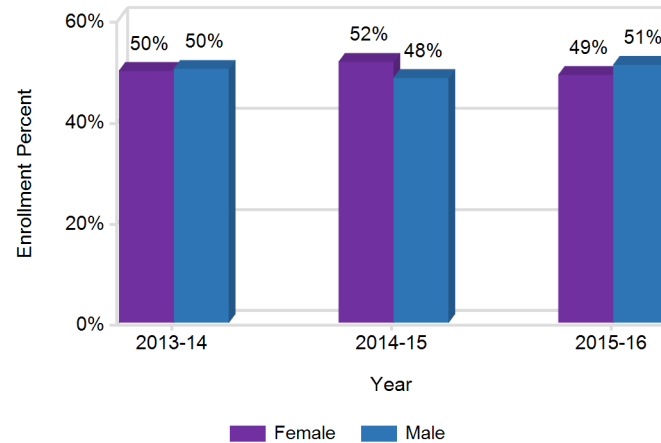
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	111	111	114
Grade KG	109	105	87
Grade 01	104	100	90
Grade 02	78	92	84
Grade 03	126	108	111
Grade 04	121	112	100
Grade 05	116	123	101
UG	50	61	94
Total	815	812	781

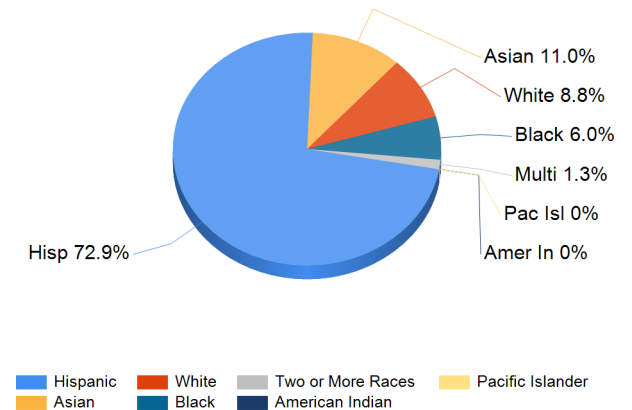
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



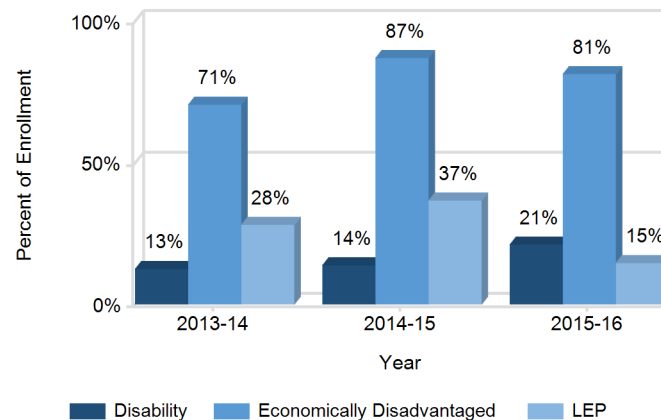
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	48.1%
Spanish	42.3%
Arabic	2.6%
Hindi	1.5%
Gujarati	0.9%
Other	4.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	37%	55	23
Mathematics Met or Exceeded Expectations	32%	66	25

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	279	37%	23	97%	✓	281	32%	25	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	206	36%	37	96%	✓	208	30%	39	96%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	66	6%	9	94%	✓	66	3%	10	94%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	217	34%	47	97%	✓	218	30%	56	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	93	736	735	746	23%	15%	24%	36%	3%	39%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	70	733	734	730	21%	19%	24%	33%	3%	36%	31%
Asian	S	S	S	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	70	733	729	727	24%	16%	27%	30%	3%	33%	28%
PARCC MATH											
Schoolwide	96	737	735	749	14%	23%	30%	26%	7%	33%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	73	735	733	736	12%	26%	32%	25%	6%	30%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	72	736	730	732	13%	25%	32%	25%	6%	31%	32%

■ Did Not Yet Meet Expectations
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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	79	740	740	750	15%	22%	22%	32%	10%	42%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	55	738	739	737	18%	16%	26%	33%	7%	40%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	60	738	736	734	17%	22%	22%	33%	7%	40%	33%
PARCC MATH											
Schoolwide	82	736	732	745	17%	23%	22%	34%	4%	38%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	58	734	730	733	16%	24%	26%	35%	N	35%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	63	732	728	730	16%	27%	22%	35%	N	35%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	736	743	751	13%	19%	34%	33%	1%	34%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	74	735	741	738	14%	19%	34%	32%	1%	34%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	75	735	739	735	13%	20%	33%	32%	1%	33%	33%
PARCC MATH											
Schoolwide	91	732	734	747	15%	24%	33%	24%	3%	28%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	74	731	732	735	15%	24%	35%	23%	3%	26%	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	75	732	732	732	15%	27%	29%	25%	4%	29%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



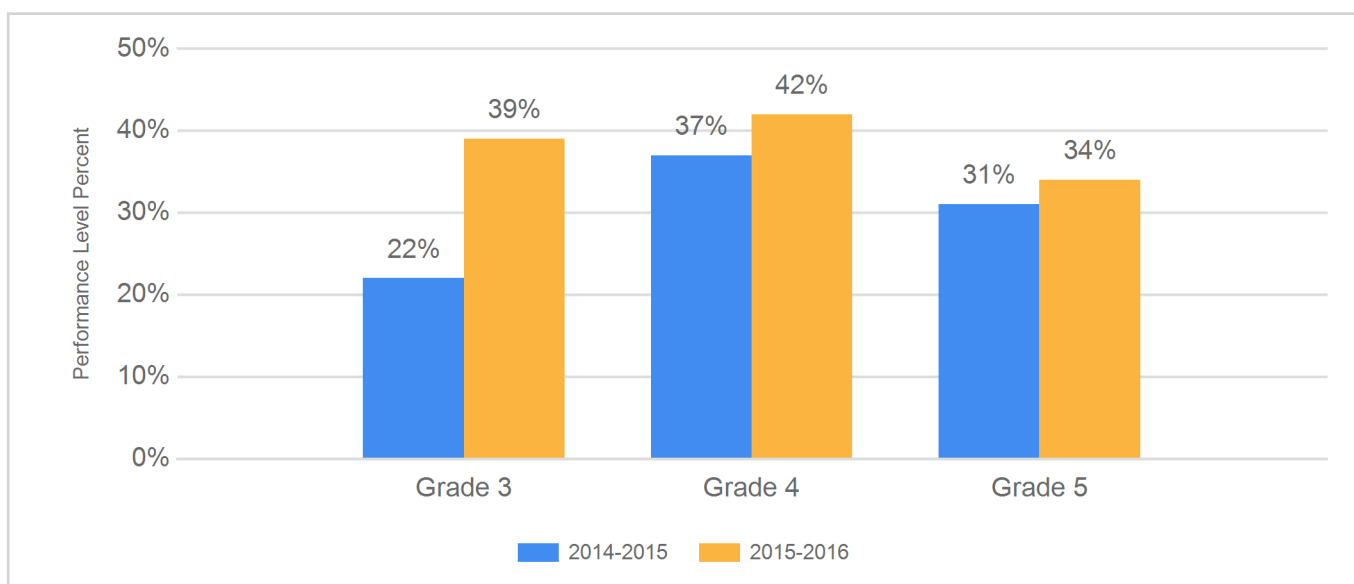
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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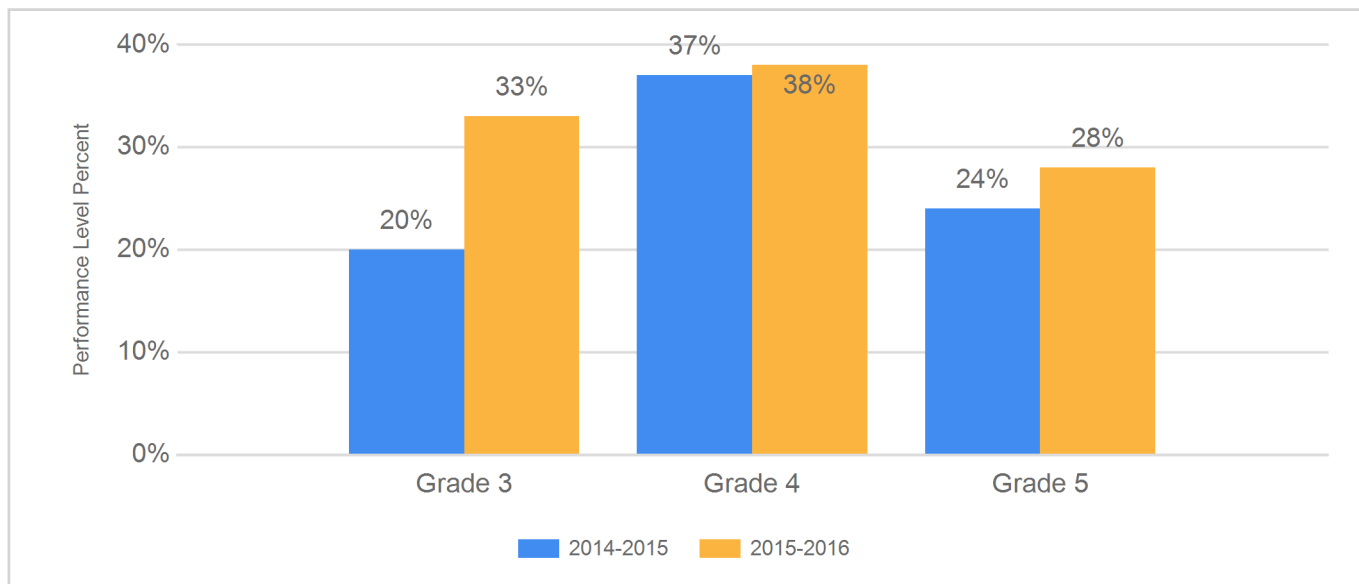
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

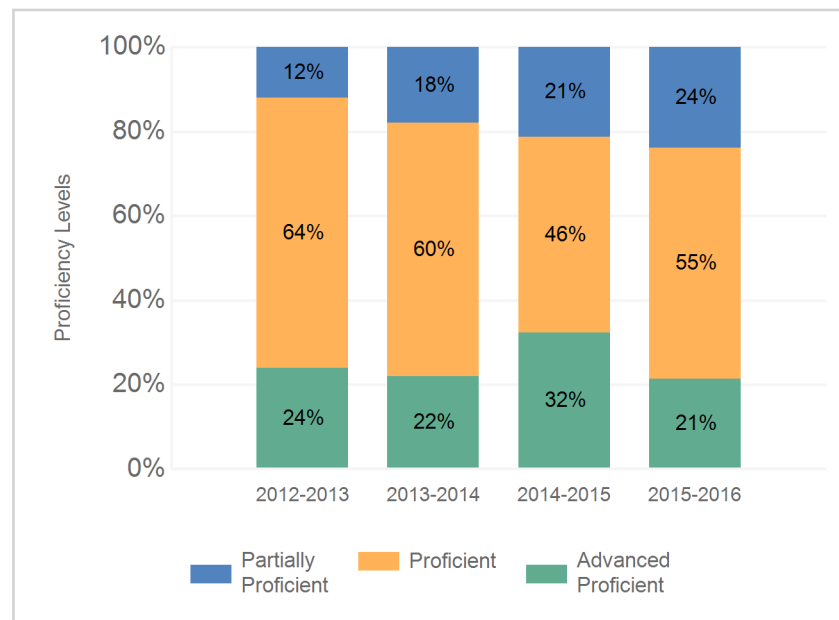
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	21%	55%	24%
White	S	S	S
African American	S	S	S
Hispanic	18%	65%	18%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	57%	43%
English Language Learners	25%	42%	33%
Economically Disadvantaged Students	19%	56%	25%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	54	50
Student Growth on Math	41	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	3%	0%
Partially Met (L2)	8%	7%	3%
Approached (L3)	6%	9%	14%
Met (L4)	4%	10%	20%
Exceeded (L5)	0%	1%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	2%	1%
Partially Met (L2)	16%	7%	1%
Approached (L3)	12%	6%	9%
Met (L4)	6%	11%	15%
Exceeded (L5)	0%	1%	2%



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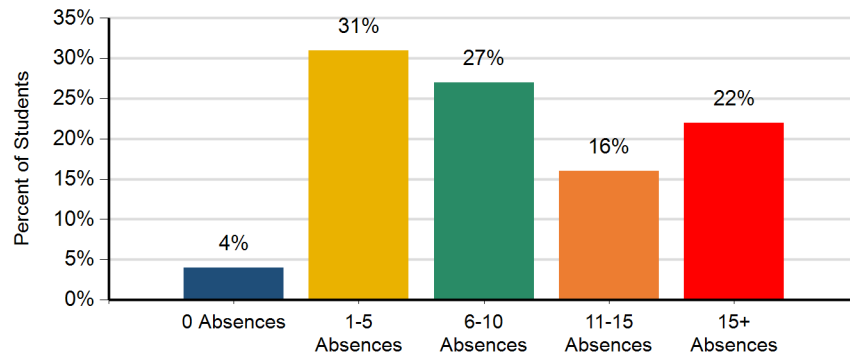
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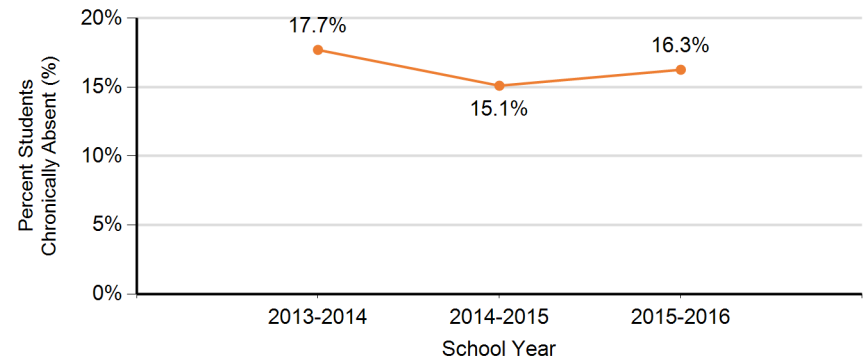
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	781:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.3%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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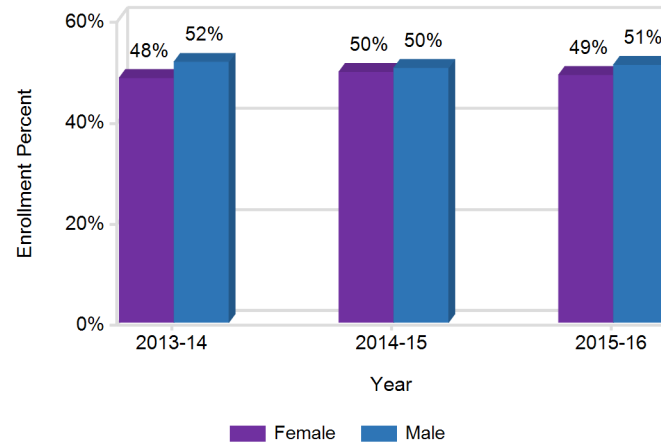
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	82	90	89
Grade KG	114	98	106
Grade 01	111	106	90
Grade 02	118	112	106
Grade 03	104	117	105
Grade 04	90	111	113
Grade 05	89	90	105
Grade 06	80	87	102
Grade 07	89	85	87
Grade 08	78	87	77
UG	42	41	38
Total	997	1024	1018

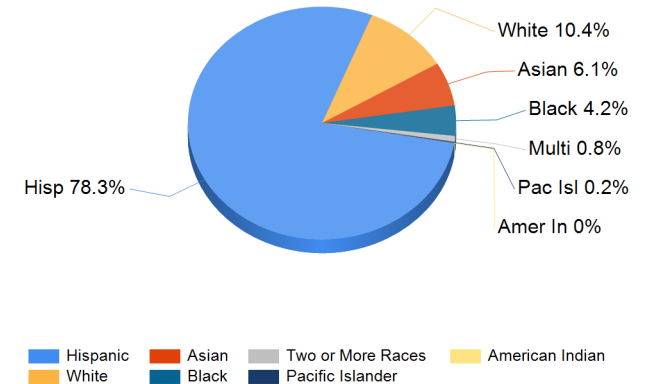
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



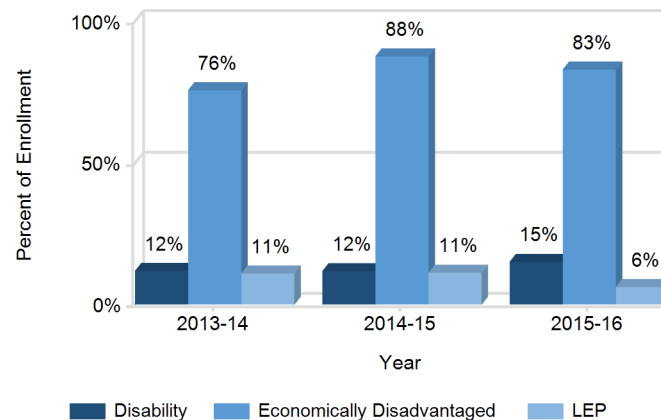
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	48.8%
English	43.5%
Arabic	2.8%
Hindi	1.4%
Urdu	1.0%
Other	2.6%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	55%	86	50
Mathematics Met or Exceeded Expectations	38%	69	33

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	591	55%	50	94%	✓	591	38%	33	94%	✓
White	59	68%	66	92%	✓	59	56%	45	93%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	467	51%	68	95%	✓	467	35%	52	94%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	90	12%	34	87%	X	91	7%	24	87%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	435	53%	84	94%	✓	436	35%	65	94%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	749	735	746	9%	15%	32%	39%	6%	45%	48%
White	12	761	741	756	8%	17%	17%	42%	17%	58%	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	77	749	734	730	8%	14%	33%	40%	5%	46%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	72	748	729	727	10%	10%	35%	43%	3%	46%	28%
PARCC MATH											
Schoolwide	103	749	735	749	4%	17%	31%	41%	8%	49%	52%
White	12	768	742	757	N	8%	25%	42%	25%	67%	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	77	749	733	736	4%	14%	33%	44%	5%	49%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	72	750	730	732	3%	15%	35%	40%	7%	47%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	749	740	750	11%	12%	23%	43%	10%	53%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	87	744	739	737	14%	15%	25%	39%	7%	46%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	78	744	736	734	14%	14%	26%	40%	6%	46%	33%
PARCC MATH											
Schoolwide	111	738	732	745	15%	23%	25%	31%	6%	37%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	89	734	730	733	16%	26%	27%	28%	3%	32%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	82	732	728	730	17%	26%	28%	26%	4%	29%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	105	750	743	751	5%	14%	25%	49%	8%	56%	53%
White	13	760	747	758	N	8%	31%	46%	15%	62%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	83	748	741	738	6%	16%	24%	47%	7%	54%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	15	718	708	723	27%	40%	7%	27%	N	27%	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	74	750	739	735	7%	12%	23%	49%	10%	58%	33%
PARCC MATH											
Schoolwide	105	741	734	747	6%	21%	35%	36%	2%	38%	47%
White	13	752	740	753	N	23%	15%	62%	N	62%	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	83	738	732	735	6%	22%	39%	31%	2%	34%	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	15	726	711	725	13%	40%	20%	27%	N	27%	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	74	743	732	732	4%	19%	37%	38%	3%	41%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-250

HUDSON

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	104	749	742	750	7%	11%	29%	46%	8%	54%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	S	S	729	732	S	S	S	S	S	S	31%
Hispanic	82	746	741	738	9%	11%	31%	43%	7%	50%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	19	722	708	719	21%	32%	37%	11%	N	11%	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	80	749	738	735	6%	13%	29%	46%	6%	53%	33%
PARCC MATH											
Schoolwide	106	733	731	743	11%	24%	34%	30%	1%	31%	43%
White	12	723	736	750	25%	8%	42%	25%	N	25%	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	83	732	728	730	11%	28%	31%	29%	1%	30%	26%
Asian	S	S	753	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	83	732	728	728	11%	28%	33%	29%	N	29%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	763	743	753	3%	7%	26%	35%	29%	63%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	67	760	740	739	5%	6%	28%	33%	28%	61%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	70	760	739	735	4%	7%	29%	37%	23%	60%	37%
PARCC MATH											
Schoolwide	88	738	730	740	11%	16%	39%	31%	3%	34%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	67	738	727	729	10%	13%	42%	31%	3%	34%	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	71	735	727	727	13%	17%	39%	31%	N	31%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	752	736	753	10%	9%	21%	49%	10%	60%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	74	748	734	740	11%	11%	24%	47%	7%	54%	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	19	716	702	715	42%	21%	16%	21%	N	21%	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	67	751	734	736	10%	9%	25%	46%	9%	55%	38%
**PARCC MATH											
Schoolwide	67	732	714	726	9%	25%	36%	30%	N	30%	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	60	730	717	721	10%	27%	35%	28%	N	28%	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	54	733	714	718	6%	28%	39%	28%	N	28%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



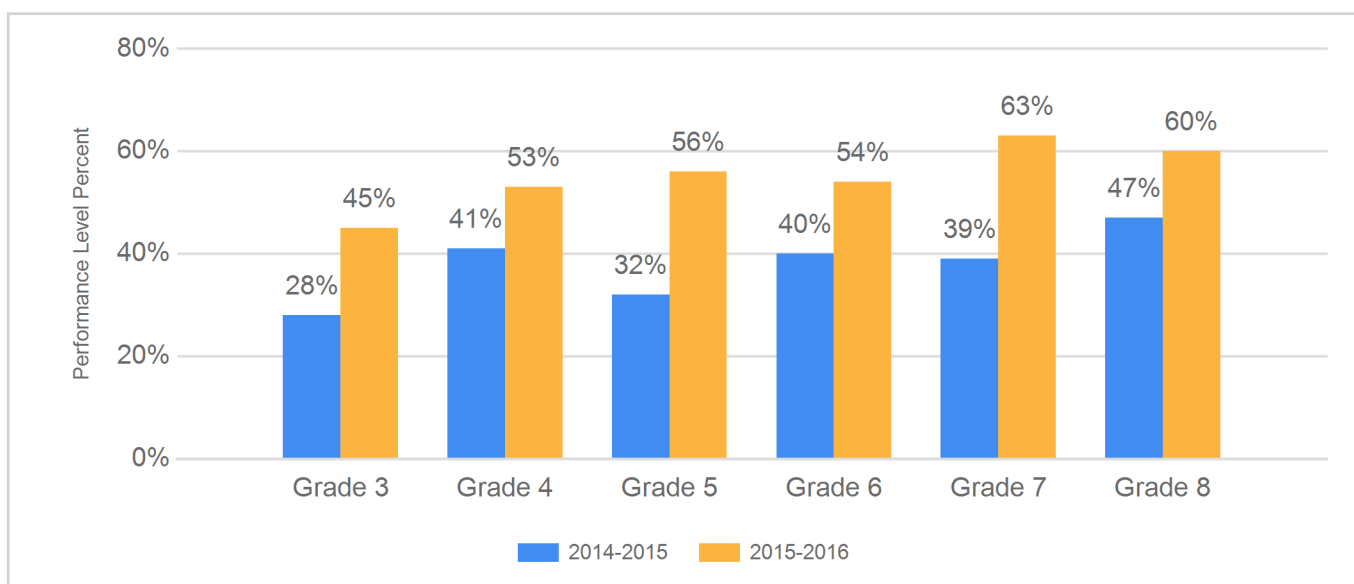
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	22	763	762	769	N	N	32%	59%	9%	68%	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	13	758	754	746	N	N	46%	46%	8%	54%	25%
Asian	S	S	775	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	759	759	746	N	N	39%	54%	8%	62%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



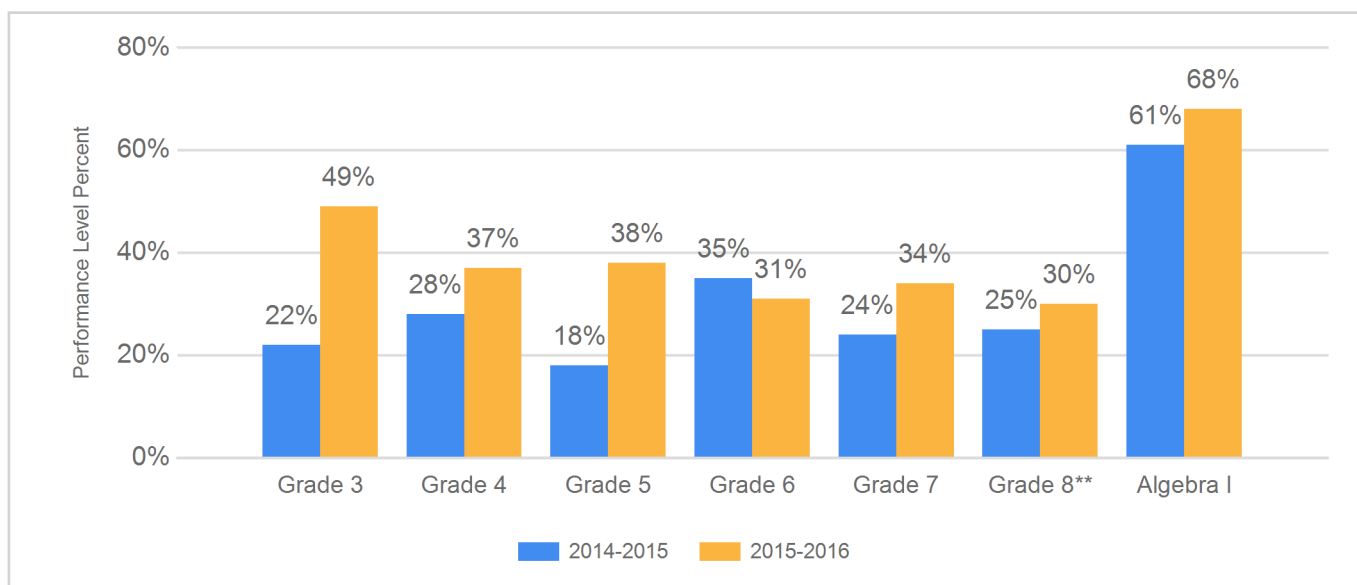
State of New Jersey
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

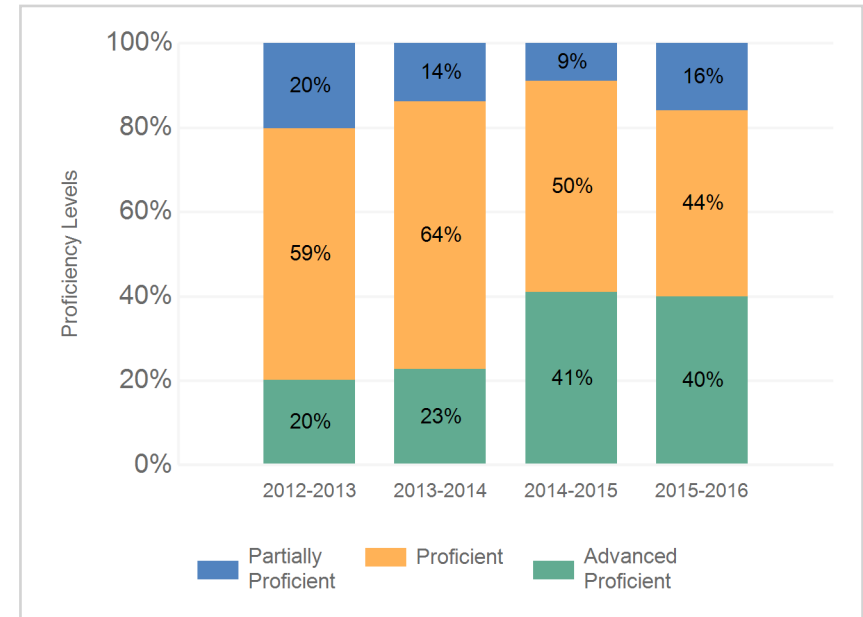
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	40%	44%	16%
White	46%	27%	27%
African American	S	S	S
Hispanic	36%	49%	15%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	4%	54%	42%
English Language Learners	S	S	S
Economically Disadvantaged Students	38%	42%	20%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

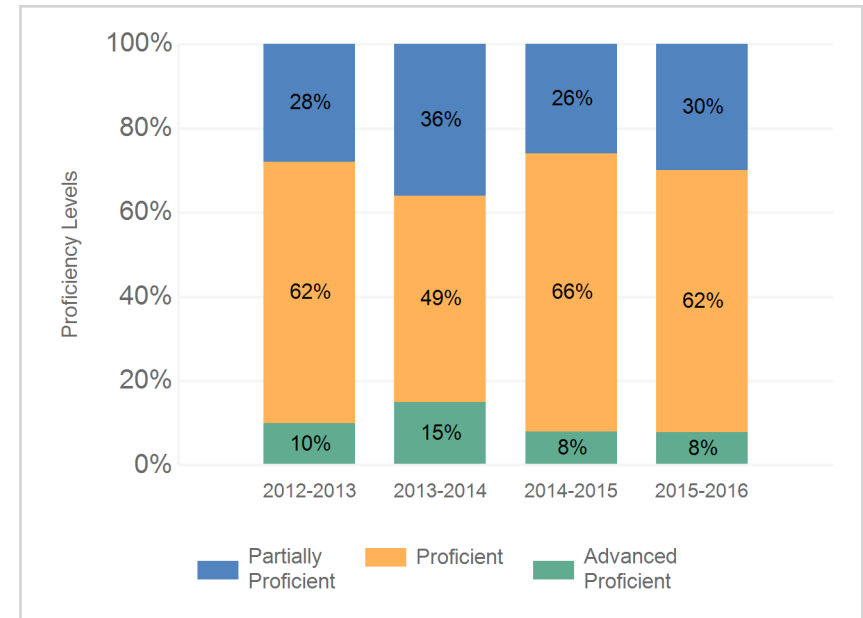
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	8%	62%	30%
White	S	S	S
African American	S	S	S
Hispanic	4%	64%	32%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	42%	58%
English Language Learners	S	S	S
Economically Disadvantaged Students	6%	64%	30%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	72	54	50
Student Growth on Math	61	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	1%
Partially Met (L2)	5%	3%	2%
Approached (L3)	5%	9%	12%
Met (L4)	3%	9%	33%
Exceeded (L5)	0%	2%	11%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	8%	9%	5%
Approached (L3)	6%	10%	18%
Met (L4)	2%	9%	22%
Exceeded (L5)	0%	0%	2%



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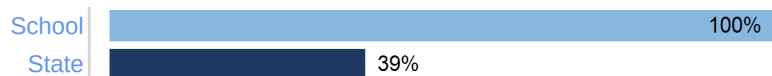
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



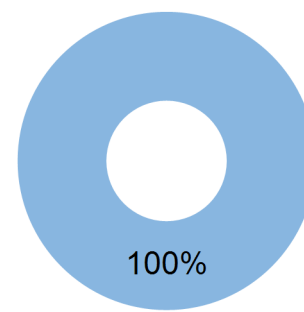
DANCE



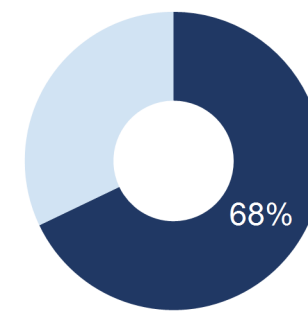
VISUAL ARTS



Any Visual and Performing Arts



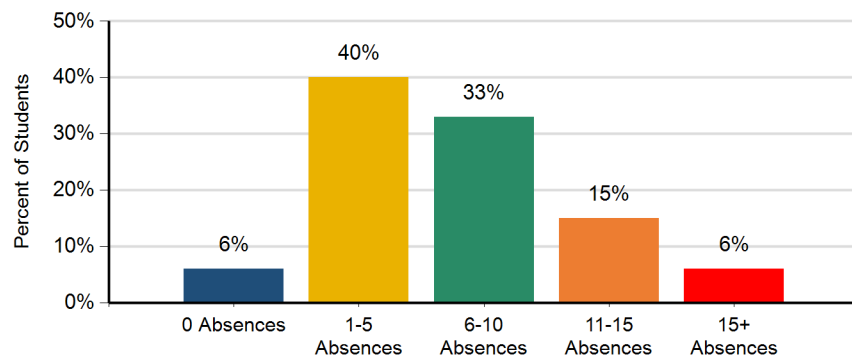
School



State

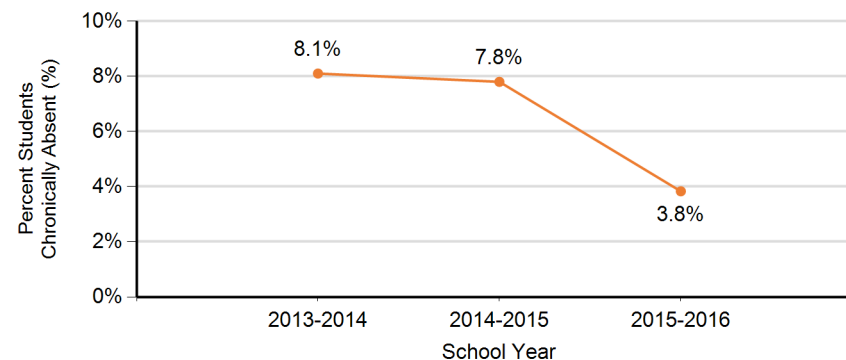
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	5 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	509:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	5.7%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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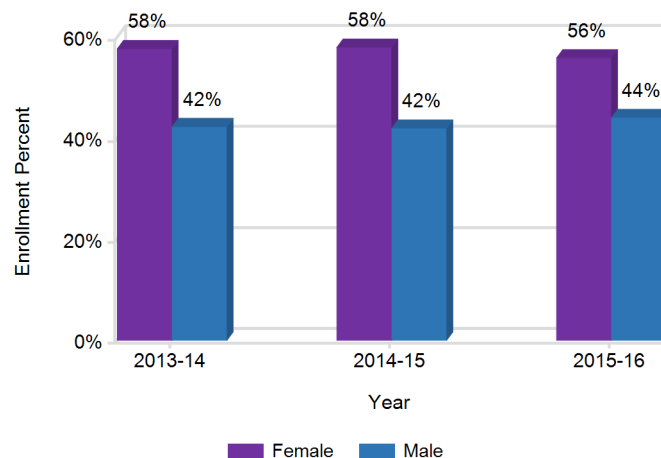
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	191	184	178
Grade 10	181	182	178
Grade 11	178	177	180
Grade 12	157	173	173
UG	0	0	0
Total	707	716	709

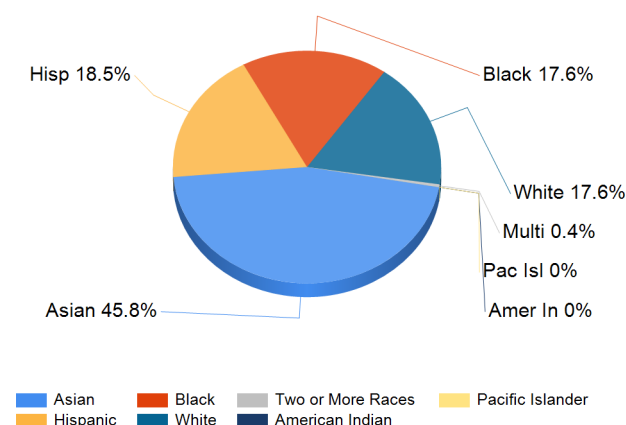
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



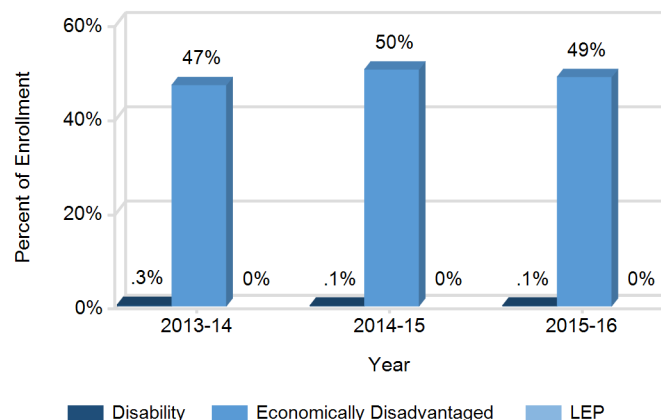
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	43.6%
Spanish	10.3%
Arabic	8.9%
Tagalog	8.2%
Gujarati	7.3%
Other	21.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	99%	100	100
Mathematics Met or Exceeded Expectations	90%	100	100

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	349	99%	100	100%	✓	348	90%	100	100%	✓
White	64	100%	93	100%	✓	64	86%	94	100%	✓
African American	63	98%	99	100%	✓	63	86%	100	100%	✓
Hispanic	58	100%	100	100%	✓	58	91%	100	100%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	161	99%	90	100%	✓	160	94%	91	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	140	99%	99	100%	✓	139	89%	100	100%	✓



State of New Jersey
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Grade Span 09-12

17-2390-075

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	178	802	737	746	N	N	N	26%	74%	100%	49%
White	33	805	748	754	N	N	N	18%	82%	100%	58%
African American	34	797	725	729	N	N	N	32%	68%	100%	30%
Hispanic	26	799	729	730	N	N	N	27%	73%	100%	34%
Asian	85	803	767	774	N	N	N	26%	74%	100%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	N	N	N	713	N	N	N	N	N	N	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	69	798	733	729	N	N	N	32%	68%	100%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	179	801	736	740	1%	N	1%	40%	59%	98%	44%
White	S	S	740	747	S	S	S	S	S	S	50%
African American	S	S	726	722	S	S	S	S	S	S	28%
Hispanic	34	798	729	726	N	N	N	47%	53%	100%	33%
Asian	80	805	760	767	N	N	1%	33%	66%	99%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	746	741	S	S	S	S	S	S	45%
Students with Disability	S	S	697	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	72	800	733	723	1%	N	N	43%	56%	99%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	179	796	751	736	N	N	1%	44%	55%	99%	40%
White	28	798	755	739	N	N	4%	43%	54%	96%	42%
African American	31	790	745	728	N	N	N	58%	42%	100%	30%
Hispanic	35	793	745	732	N	N	3%	49%	49%	97%	37%
Asian	85	799	770	753	N	N	N	37%	64%	100%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	N	N	N	710	N	N	N	N	N	N	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	65	793	747	730	N	N	2%	54%	45%	99%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



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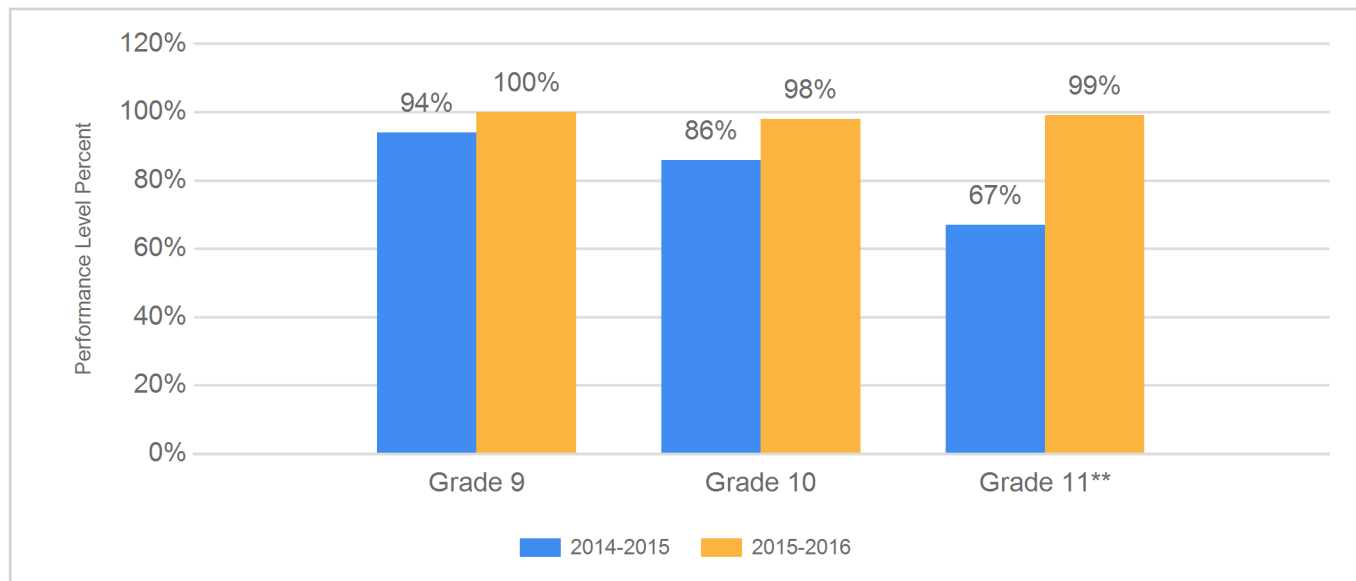
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	791	738	727	N	2%	N	71%	27%	98%	41%
White	15	796	755	734	N	N	N	60%	40%	100%	51%
African American	14	776	723	717	N	7%	N	86%	7%	93%	20%
Hispanic	12	801	733	720	N	N	N	58%	42%	100%	25%
Asian	22	792	759	746	N	N	N	77%	23%	100%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	703	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	19	781	737	719	N	5%	N	74%	21%	95%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	173	772	722	730	N	N	9%	63%	28%	91%	27%
White	33	771	730	736	N	N	15%	58%	27%	85%	34%
African American	35	766	714	717	N	N	9%	74%	17%	91%	9%
Hispanic	S	S	717	720	S	S	S	S	S	S	13%
Asian	81	778	743	750	N	N	4%	61%	36%	96%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	723	730	S	S	S	S	S	S	29%
Students with Disability	N	N	N	709	N	N	N	N	N	N	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	68	770	720	719	N	N	10%	69%	21%	90%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	186	780	716	722	1%	1%	11%	73%	16%	88%	27%
White	S	S	725	728	S	S	S	S	S	S	31%
African American	29	768	701	700	N	3%	17%	69%	10%	79%	8%
Hispanic	46	779	711	707	N	N	7%	83%	11%	94%	12%
Asian	84	787	745	754	N	N	10%	67%	24%	91%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	683	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	72	774	712	705	1%	N	13%	76%	10%	86%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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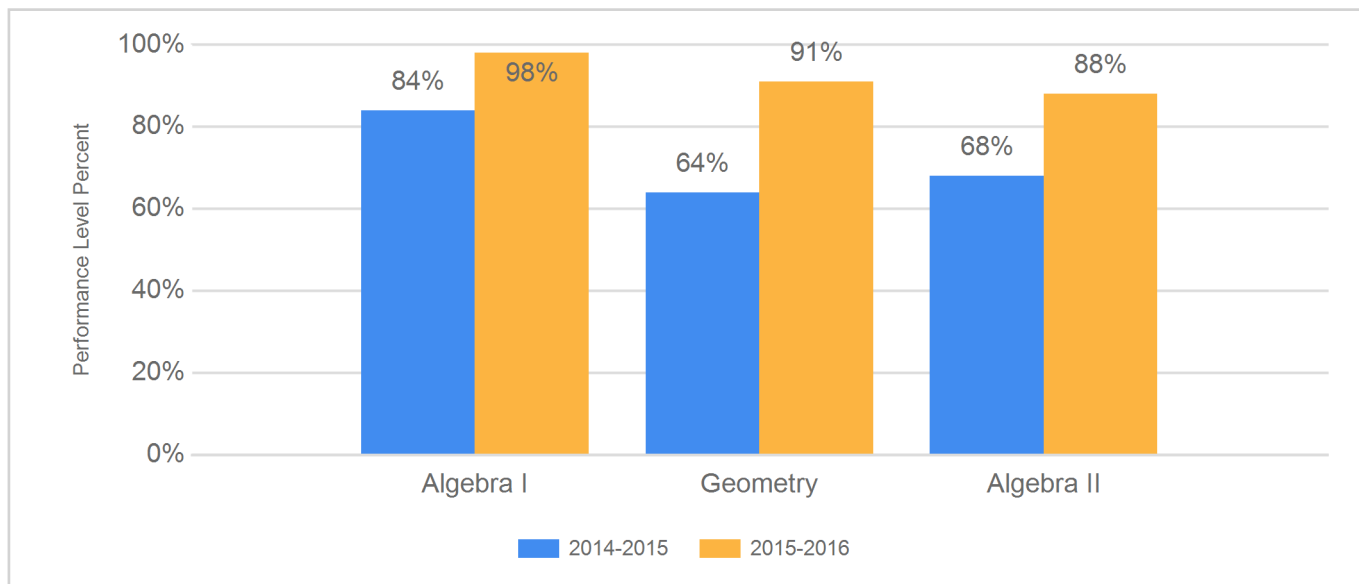
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

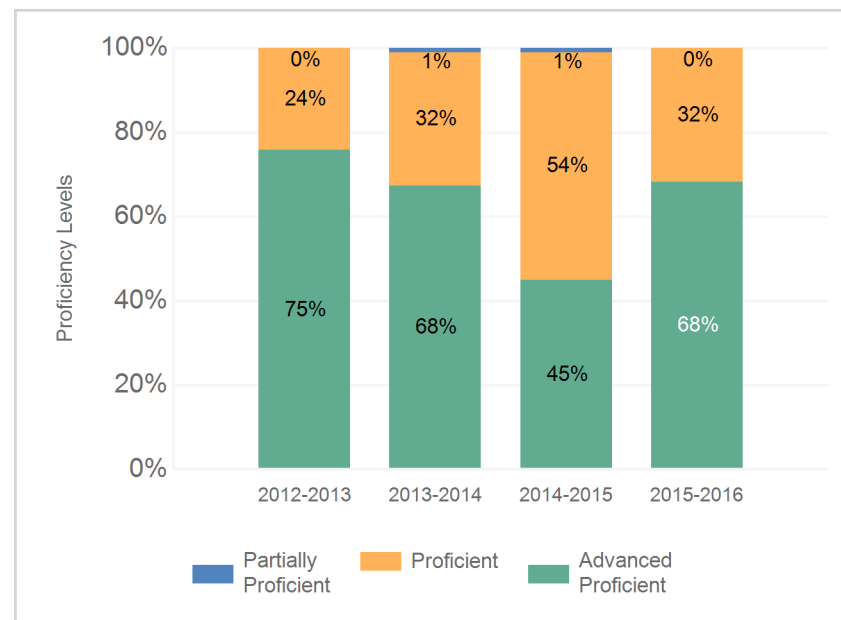
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	68%	32%	N
White	82%	19%	N
African American	44%	56%	N
Hispanic	65%	35%	N
American Indian	N	N	N
Asian	72%	28%	N
Two or More Races	S	S	S
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	66%	34%	N

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	91.5%	58.0%
Percent of Students Participating in ACT	15.6%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	99%	71%
Math	530	96%	53%
ACT	-	-	-
Reading	22	81%	58%
English	18	96%	74%
Math	22	89%	61%
Science	23	70%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	1130	950
SAT	-	-
Reading and Writing	634	537
Math	647	538
ACT	-	-
Reading	27	23
English	26	22
Math	27	23
Science	25	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1200	1120	1060
SAT	-	-	-
Reading and Writing	680	630	590
Math	710	640	590
ACT	-	-	-
Reading	31	27	23
English	29	26	23
Math	29	27	25
Science	25	24	22



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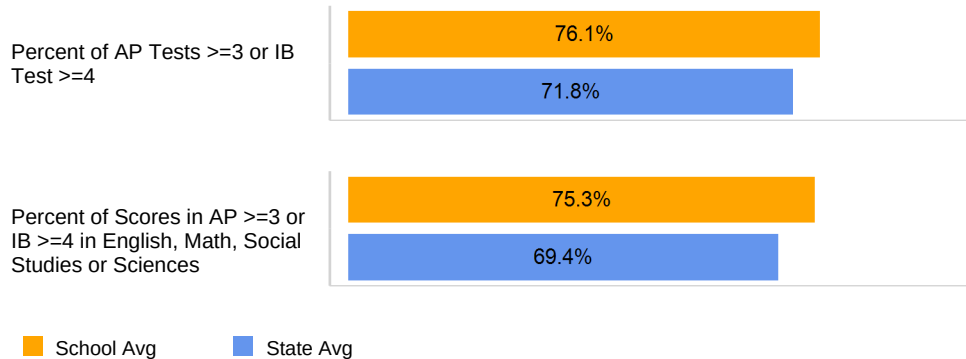
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	100.0%	39.1%
One of More Test	100.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	100.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	53	52
AP Biology	82	82
AP Calculus AB	53	52
AP Calculus BC	29	29
AP Chemistry	44	44
AP Chinese Language and Culture	0	8
AP Computer Science A	18	17
AP English Language and Composition	58	57
AP English Literature and Composition	53	53
AP Environmental Science	56	55
AP European History	48	48
AP French Language	25	24
AP Human Geography	27	26
AP Macroeconomics	0	16
AP Microeconomics	0	16
AP Music Theory	10	10
AP Physics 1	0	27
AP Physics B	28	0
AP Physics C	19	0
AP Physics C: Electricity and Magnetism	0	1
AP Physics C: Mechanics	0	19
AP Psychology	0	100
AP Spanish Language	0	36
AP Spanish Literature	36	0
AP Statistics	90	90



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. Government and Politics	64	64
AP U.S. History	87	87
AP World History	95	95
Student AP Tests ≥ 3 and IB Tests ≥ 4		417



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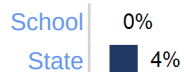
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



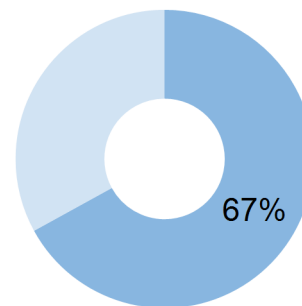
DANCE



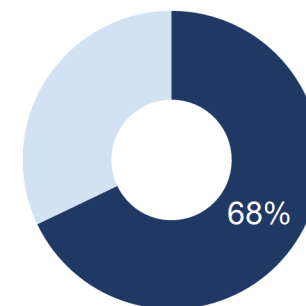
VISUAL ARTS



Any Visual and Performing Arts



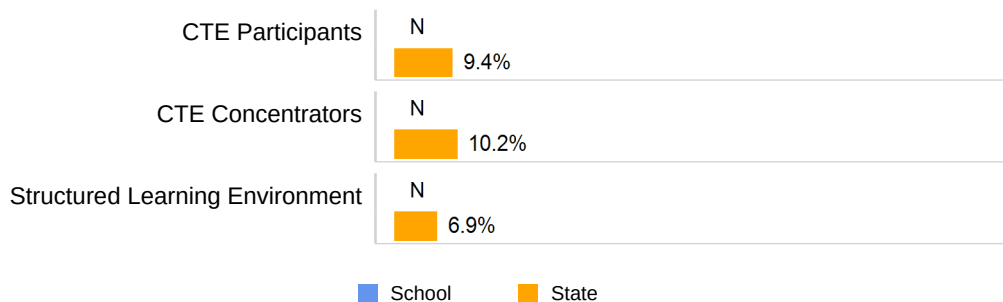
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





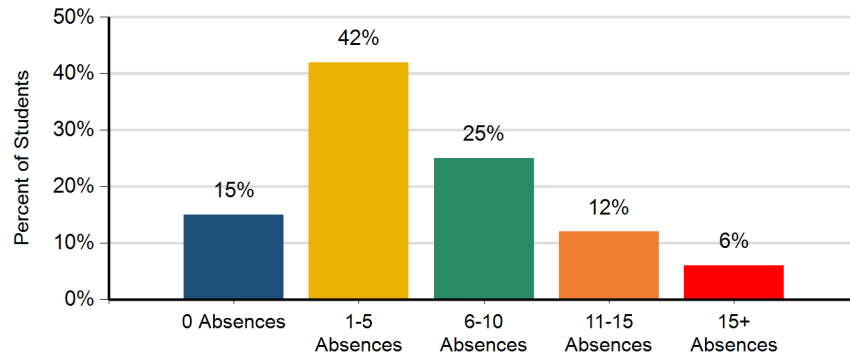
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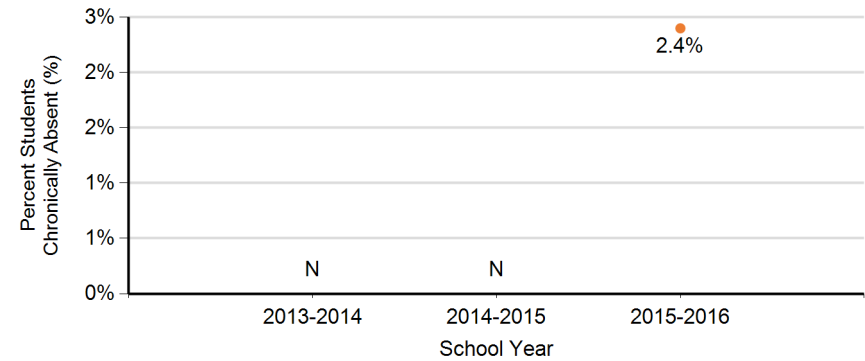
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	100%	100	81%
White	100%	100	
African American	S	S	
Hispanic	100%	100	
American Indian	S	S	
Asian	100%	100	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	N	N	
English Language Learners	N	N	
Economically Disadvantaged Students	100%	100	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	100%	100%
2014	99%	99%
2015	100%	100%
2016	100%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	83.9%	0.7%	99.3%
White	78.4%	0.0%	100.0%
African American	75.0%	0.0%	100.0%
Hispanic	86.1%	3.2%	96.8%
American Indian	S	S	S
Asian	90.8%	0.0%	100.0%
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	0.0%	0.0%	0.0%
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	82.9%	1.6%	98.4%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	8 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	7 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	355:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-330

HUDSON

JERSEY CITY

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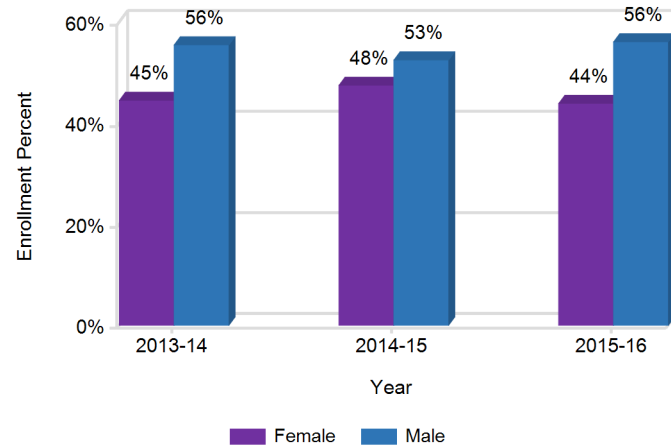
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	45	44	45
Grade KG	49	50	29
Grade 01	47	45	42
Grade 02	36	39	40
Grade 03	41	35	35
Grade 04	35	34	35
Grade 05	33	33	41
Grade 06	29	34	31
Grade 07	33	30	25
Grade 08	31	36	32
UG	37	43	48
Total	416	423	403

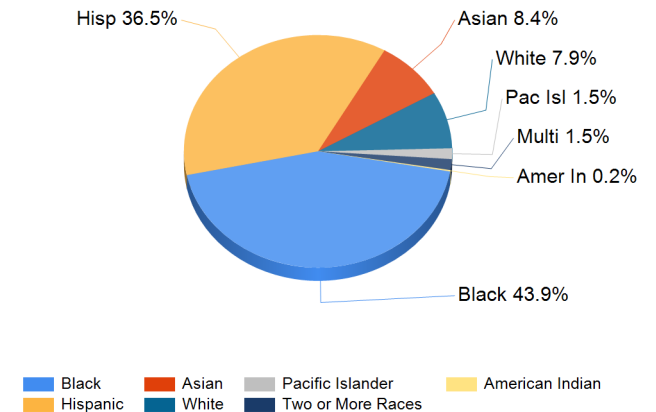
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



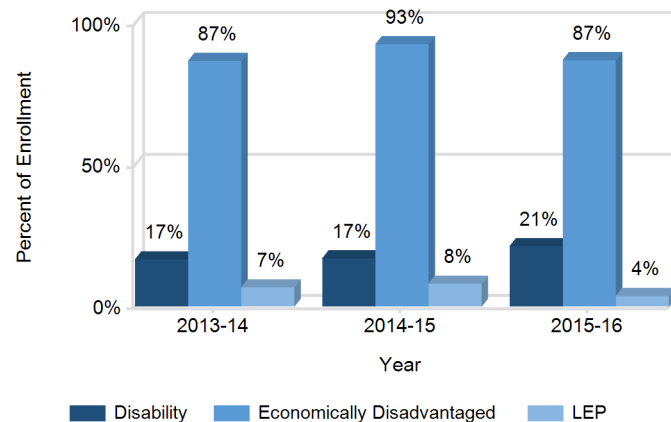
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	65.5%
Spanish	17.6%
Arabic	6.0%
Urdu	3.7%
Tagalog	1.5%
Other	5.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	30%	35	15
Mathematics Met or Exceeded Expectations	21%	35	10

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	227	30%	15	99%	✓	227	21%	10	99%	✓
White	S	S	S	S		S	S	S	S	
African American	101	29%	33	98%	✓	101	13%	22	98%	✓
Hispanic	91	32%	28	100%	✓	91	26%	25	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	54	17%	32	98%	✓	54	15%	28	98%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	190	29%	34	100%	✓	190	20%	21	100%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	714	735	746	40%	26%	16%	16%	3%	18%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	18	716	718	727	39%	28%	17%	17%	N	17%	30%
Hispanic	16	703	734	730	44%	31%	6%	19%	N	19%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	33	708	729	727	46%	24%	15%	15%	N	15%	28%
PARCC MATH											
Schoolwide	39	722	735	749	26%	33%	23%	15%	3%	18%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	18	723	719	730	22%	28%	28%	22%	N	22%	31%
Hispanic	17	715	733	736	35%	35%	18%	12%	N	12%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	33	719	730	732	24%	36%	27%	12%	N	12%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	728	740	750	26%	16%	21%	37%	N	37%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	14	723	729	733	36%	14%	14%	36%	N	36%	33%
Hispanic	18	727	739	737	22%	17%	28%	33%	N	33%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	36	727	736	734	25%	17%	22%	36%	N	36%	33%
PARCC MATH											
Schoolwide	38	723	732	745	21%	34%	29%	16%	N	16%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	14	715	718	727	36%	36%	14%	14%	N	14%	24%
Hispanic	18	728	730	733	11%	39%	33%	17%	N	17%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	36	723	728	730	22%	33%	28%	17%	N	17%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	731	743	751	12%	29%	29%	29%	N	29%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	20	724	732	733	20%	30%	25%	25%	N	25%	32%
Hispanic	15	742	741	738	7%	13%	40%	40%	N	40%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	33	728	739	735	15%	33%	24%	27%	N	27%	33%
PARCC MATH											
Schoolwide	41	727	734	747	5%	51%	24%	20%	N	20%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	15	733	732	735	N	53%	13%	33%	N	33%	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	33	726	732	732	6%	49%	24%	21%	N	21%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	736	742	750	9%	15%	46%	30%	N	30%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	19	736	729	732	5%	21%	47%	26%	N	26%	31%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	29	735	738	735	10%	17%	41%	31%	N	31%	33%
PARCC MATH											
Schoolwide	33	728	731	743	12%	30%	33%	24%	N	24%	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	19	726	718	724	11%	37%	42%	11%	N	11%	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	S	S	753	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	29	728	728	728	14%	28%	35%	24%	N	24%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	744	743	753	18%	7%	29%	32%	14%	46%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	13	746	727	733	8%	15%	23%	46%	8%	54%	35%
Hispanic	12	742	740	739	33%	N	17%	25%	25%	50%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	741	739	735	23%	5%	32%	27%	14%	41%	37%
PARCC MATH											
Schoolwide	29	725	730	740	24%	24%	31%	21%	N	21%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	13	727	727	729	31%	15%	15%	39%	N	39%	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	22	726	727	727	23%	23%	36%	18%	N	18%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	725	736	753	31%	19%	22%	28%	N	28%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	15	727	724	732	20%	20%	40%	20%	N	20%	34%
Hispanic	S	S	734	740	S	S	S	S	S	S	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	25	729	734	736	28%	20%	20%	32%	N	32%	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	S	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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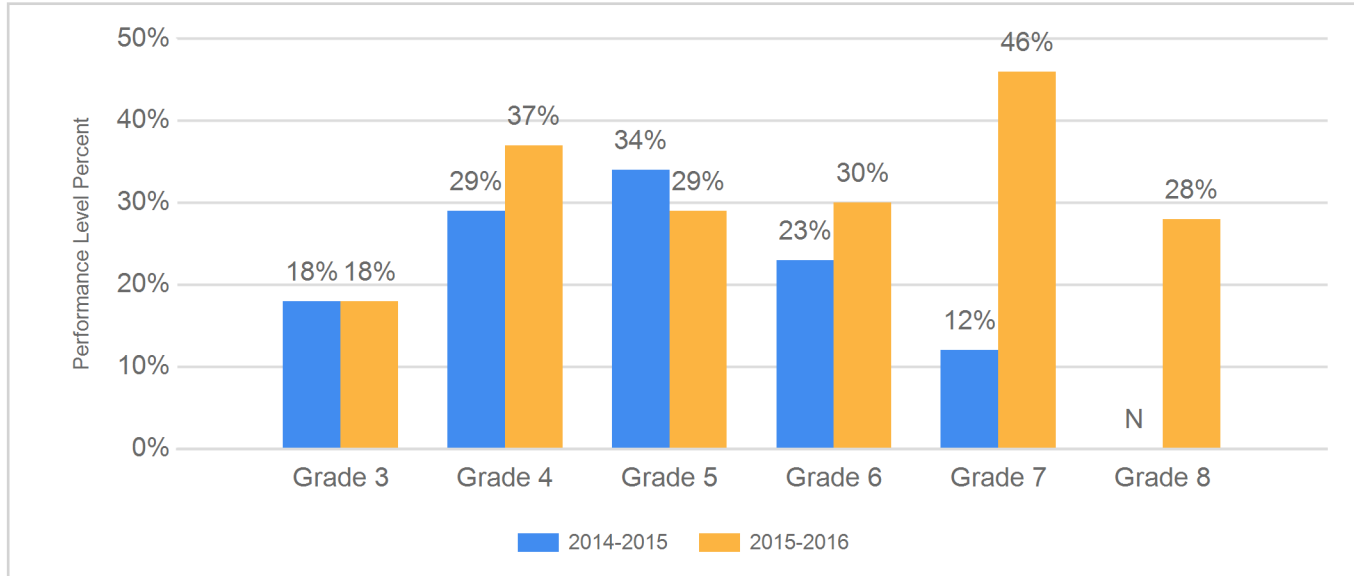
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	14	749	762	769	N	N	50%	50%	N	50%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	S	S	754	746	S	S	S	S	S	S	25%
Asian	S	S	775	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	11	748	759	746	N	N	55%	46%	N	46%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



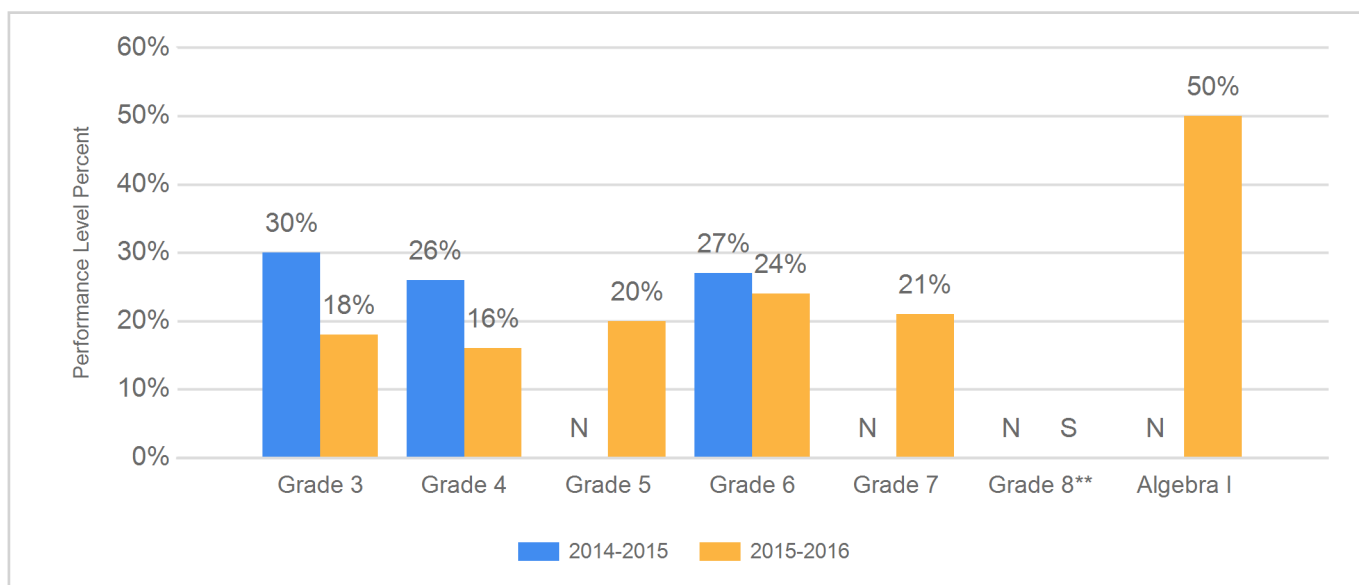
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

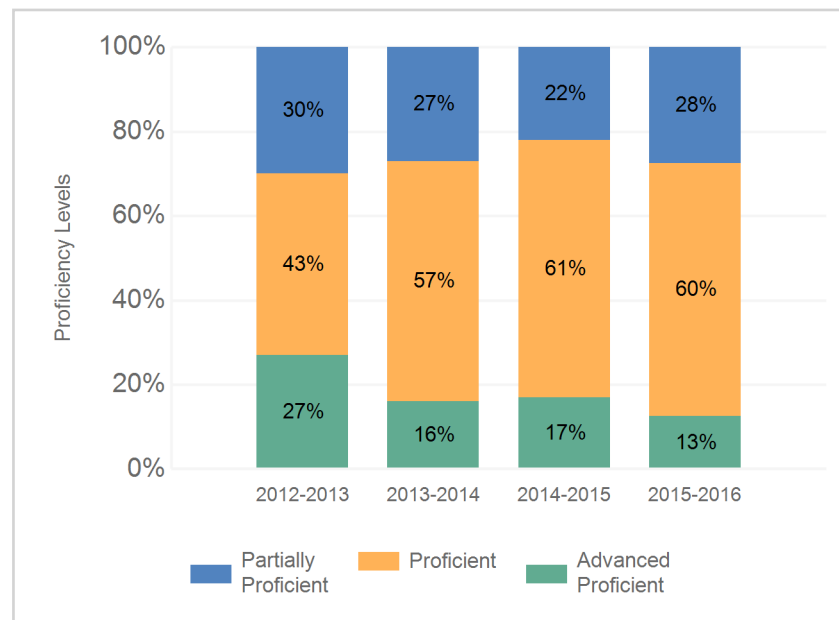
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	13%	60%	28%
White	S	S	S
African American	7%	57%	36%
Hispanic	6%	75%	19%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	64%	24%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

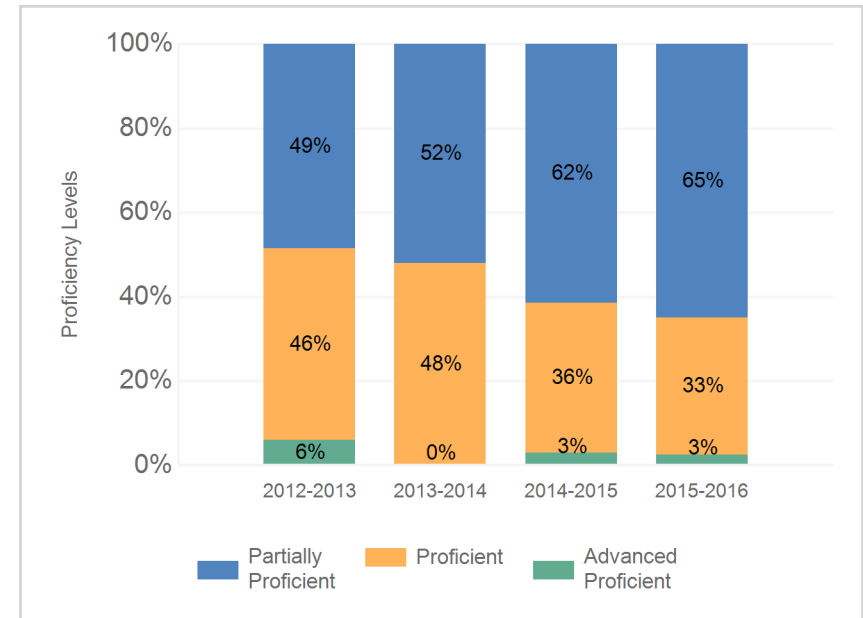
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	3%	33%	65%
White	S	S	S
African American	N	35%	65%
Hispanic	N	29%	71%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	4%	31%	65%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	54	50
Student Growth on Math	40	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	5%	0%
Partially Met (L2)	8%	5%	3%
Approached (L3)	5%	15%	12%
Met (L4)	2%	8%	23%
Exceeded (L5)	0%	1%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	2%	0%
Partially Met (L2)	17%	17%	6%
Approached (L3)	6%	11%	10%
Met (L4)	3%	3%	12%
Exceeded (L5)	0%	0%	0%



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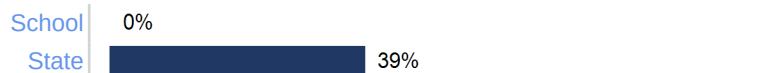
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



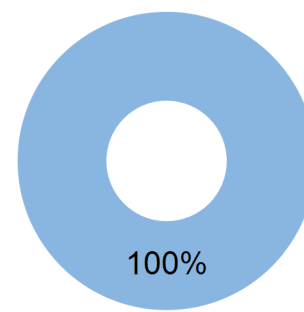
DANCE



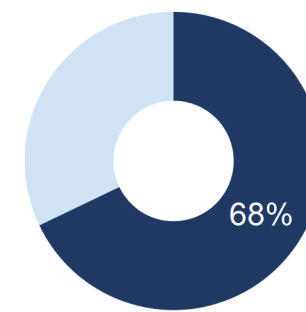
VISUAL ARTS



Any Visual and Performing Arts



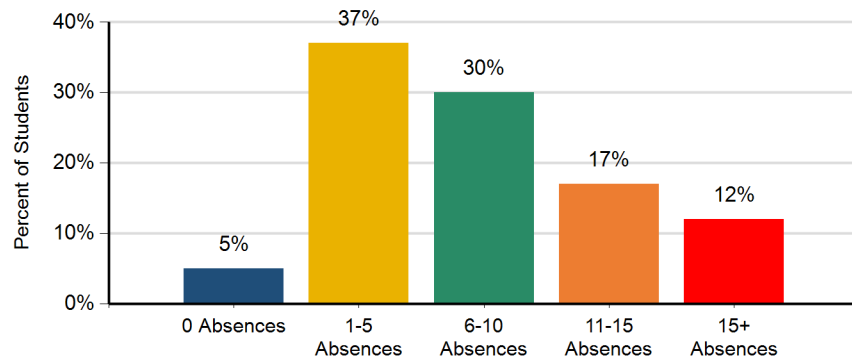
School



State

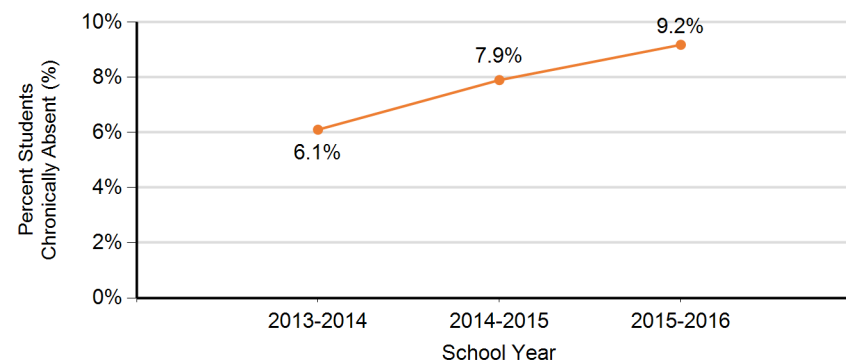
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 25 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	8:1
Administrator	403:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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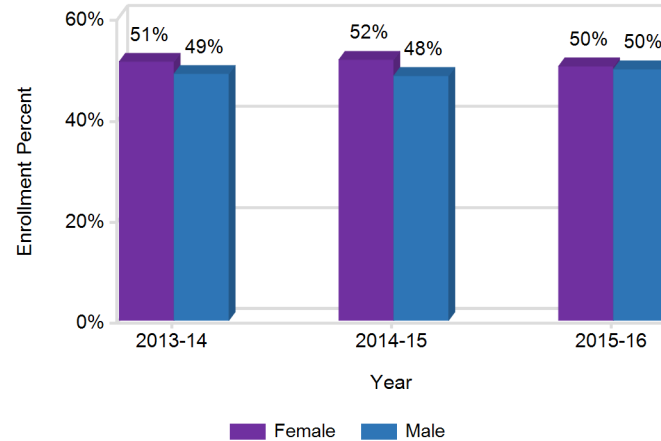
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	127	123	124
Grade KG	68	78	69
Grade 01	74	59	66
Grade 02	45	73	57
Grade 03	52	50	62
Grade 04	49	51	52
Grade 05	54	47	44
Grade 06	43	35	36
Grade 07	34	41	39
Grade 08	41	31	44
UG	42	55	49
Total	629	643	642

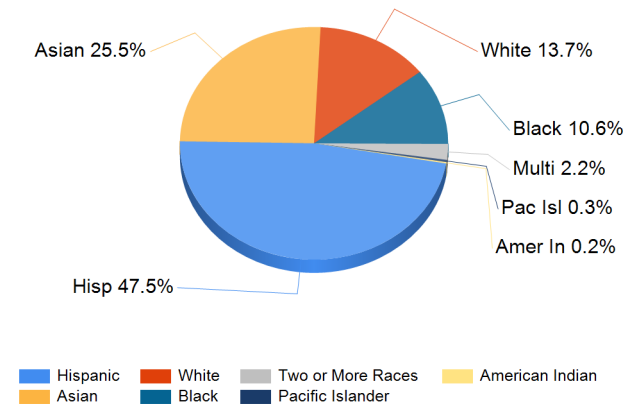
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



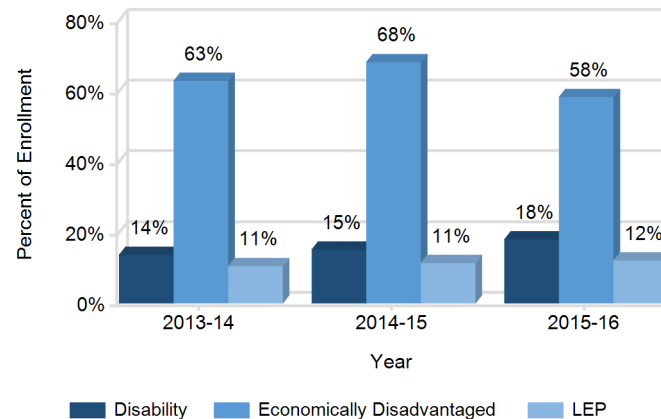
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	59.5%
Spanish	21.0%
Urdu	8.4%
Arabic	2.3%
Tagalog	1.7%
Other	7.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	63%	93	63
Mathematics Met or Exceeded Expectations	46%	83	46

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	290	63%	63	97%	✓	290	46%	46	97%	✓
White	S	S	S	S		S	S	S	S	
African American	38	50%	64	100%	✓	38	26%	41	100%	✓
Hispanic	151	64%	82	98%	✓	151	41%	63	98%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	67	67%	35	97%	✓	67	61%	28	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	67	43%	65	99%	✓	67	27%	53	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	166	58%	87	96%	✓	166	38%	71	96%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	61	767	735	746	12%	12%	16%	34%	26%	61%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	29	758	734	730	14%	10%	17%	41%	17%	59%	31%
Asian	21	786	766	772	N	14%	14%	29%	43%	71%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	28	749	729	727	18%	18%	25%	25%	14%	39%	28%
PARCC MATH											
Schoolwide	61	769	735	749	3%	12%	16%	36%	33%	69%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	29	763	733	736	N	10%	28%	38%	24%	62%	35%
Asian	21	784	767	777	N	5%	5%	48%	43%	91%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	28	754	730	732	7%	18%	18%	39%	18%	57%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	760	740	750	2%	8%	26%	52%	12%	64%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	24	758	739	737	N	8%	29%	54%	8%	63%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	S	S	749	748	S	S	S	S	S	S	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	27	752	736	734	4%	11%	26%	59%	N	59%	33%
PARCC MATH											
Schoolwide	50	748	732	745	2%	14%	34%	50%	N	50%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	24	747	730	733	N	17%	29%	54%	N	54%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	S	S	735	742	S	S	S	S	S	S	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	27	743	728	730	4%	19%	37%	41%	N	41%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	770	743	751	N	N	19%	70%	12%	81%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	19	764	741	738	N	N	26%	63%	11%	74%	37%
Asian	13	779	764	773	N	N	8%	77%	15%	92%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	27	764	739	735	N	N	19%	78%	4%	82%	33%
PARCC MATH											
Schoolwide	43	757	734	747	N	5%	28%	58%	9%	67%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	19	752	732	735	N	5%	42%	47%	5%	53%	31%
Asian	13	767	760	774	N	N	15%	62%	23%	85%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	27	751	732	732	N	7%	44%	37%	11%	48%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	754	742	750	3%	6%	39%	47%	6%	53%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	S	S	729	732	S	S	S	S	S	S	31%
Hispanic	19	753	741	738	N	11%	32%	53%	5%	58%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	18	751	738	735	N	11%	39%	50%	N	50%	33%
PARCC MATH											
Schoolwide	36	739	731	743	8%	17%	44%	28%	3%	31%	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	19	736	728	730	11%	16%	47%	26%	N	26%	26%
Asian	S	S	753	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	18	732	728	728	17%	17%	39%	28%	N	28%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	750	743	753	N	15%	32%	44%	10%	54%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	24	752	740	739	N	13%	29%	50%	8%	58%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	25	748	739	735	N	16%	36%	44%	4%	48%	37%
PARCC MATH											
Schoolwide	41	731	730	740	7%	32%	32%	29%	N	29%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	24	732	727	729	4%	25%	42%	29%	N	29%	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	25	732	727	727	4%	32%	36%	28%	N	28%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	750	736	753	2%	23%	16%	51%	7%	58%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	26	752	734	740	N	27%	12%	54%	8%	62%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	27	749	734	736	N	30%	15%	48%	7%	56%	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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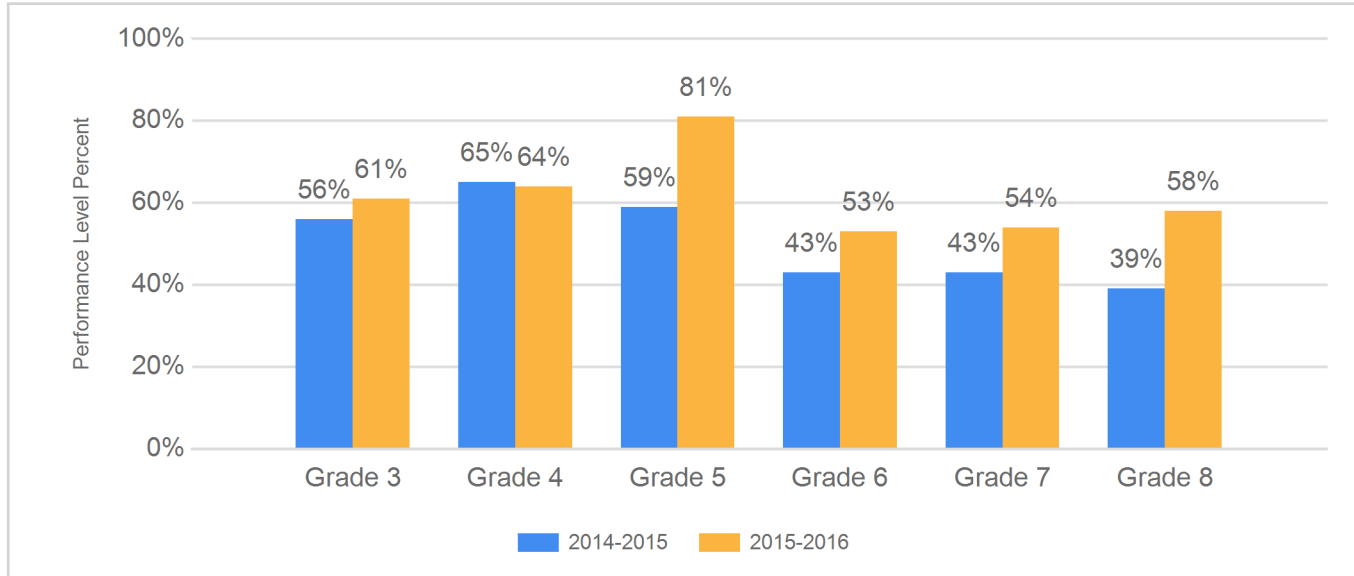
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	19	742	762	769	5%	16%	42%	37%	N	37%	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	12	743	754	746	N	17%	50%	33%	N	33%	25%
Asian	S	S	775	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	745	759	746	8%	8%	46%	39%	N	39%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



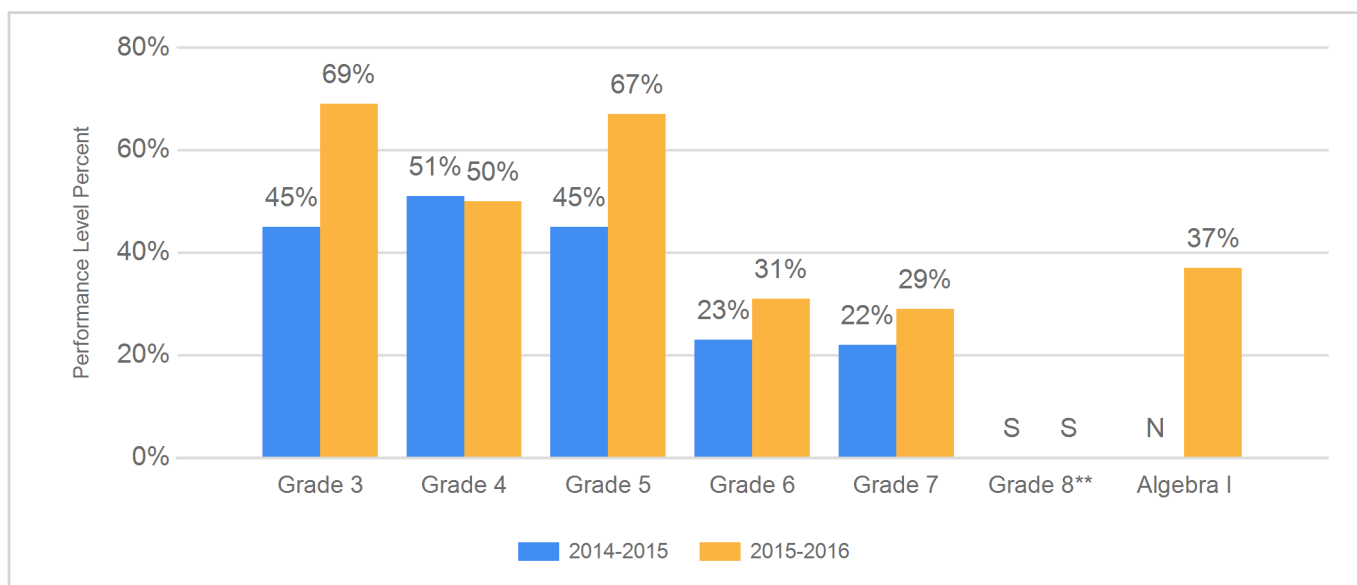
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

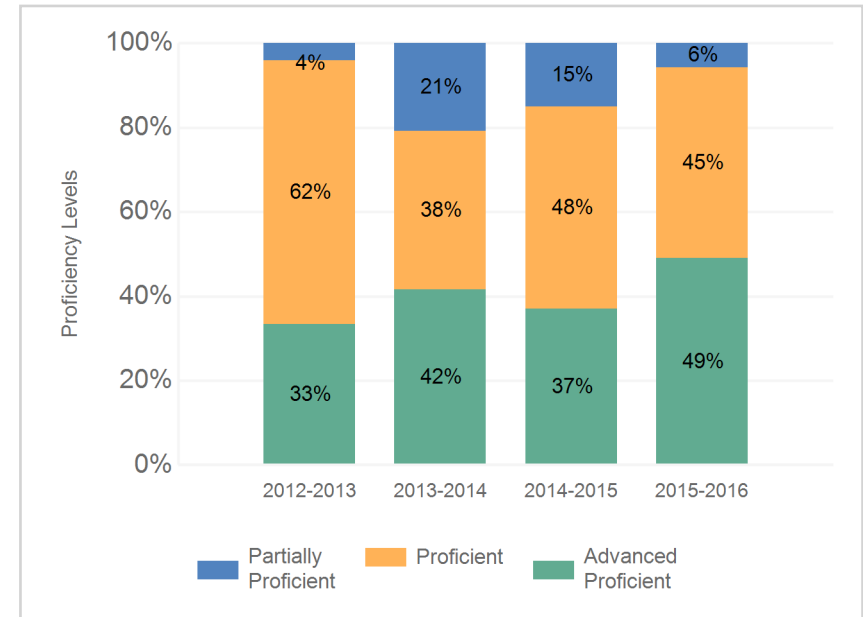
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	49%	45%	6%
White	S	S	S
African American	S	S	S
Hispanic	48%	48%	4%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	43%	50%	7%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

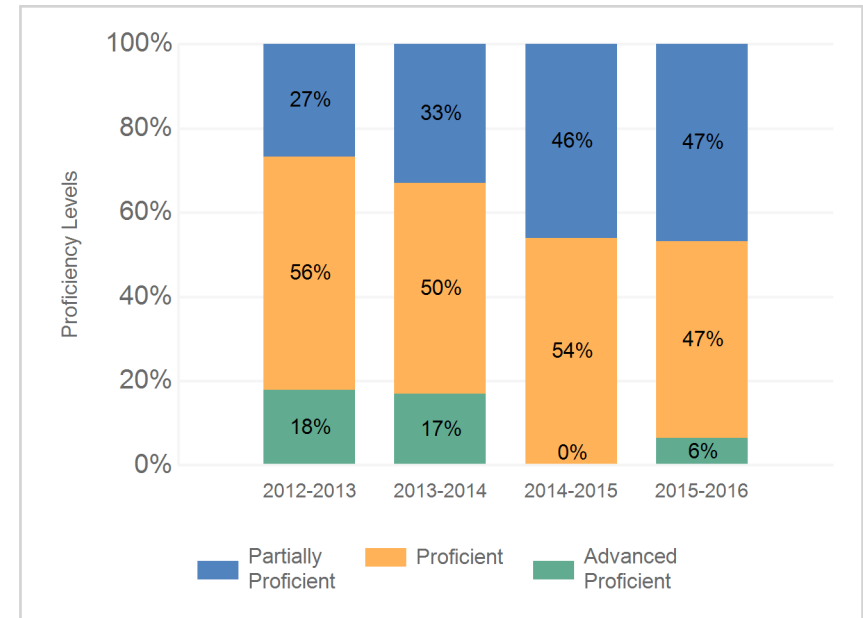
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	6%	47%	47%
White	S	S	S
African American	S	S	S
Hispanic	3%	57%	40%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	39%	54%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	54	50
Student Growth on Math	44	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	0%	0%
Partially Met (L2)	6%	3%	2%
Approached (L3)	14%	6%	6%
Met (L4)	9%	15%	28%
Exceeded (L5)	0%	2%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	1%	0%
Partially Met (L2)	12%	8%	1%
Approached (L3)	13%	13%	6%
Met (L4)	4%	12%	19%
Exceeded (L5)	0%	1%	2%



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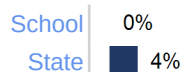
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



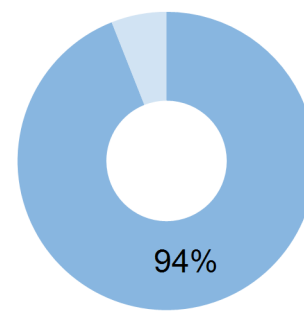
DANCE



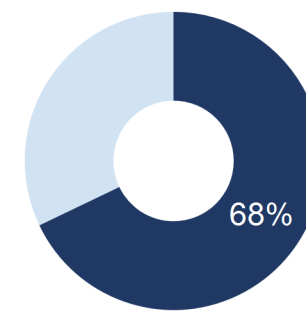
VISUAL ARTS



Any Visual and Performing Arts



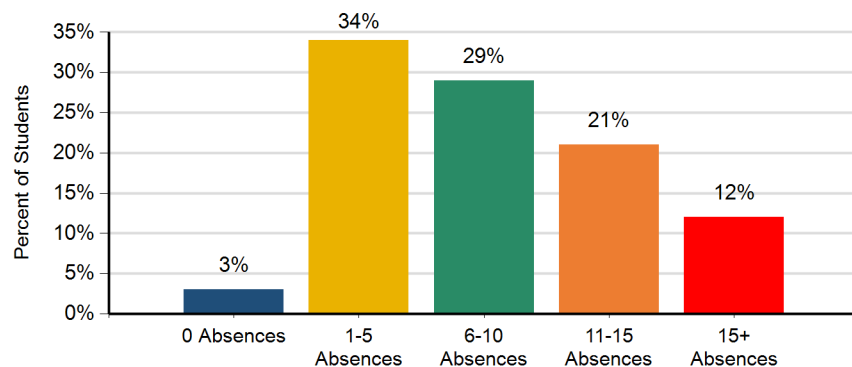
School



State

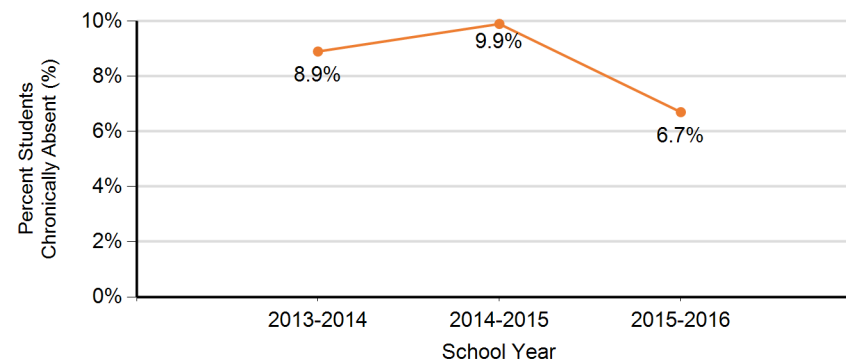
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	642:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	5.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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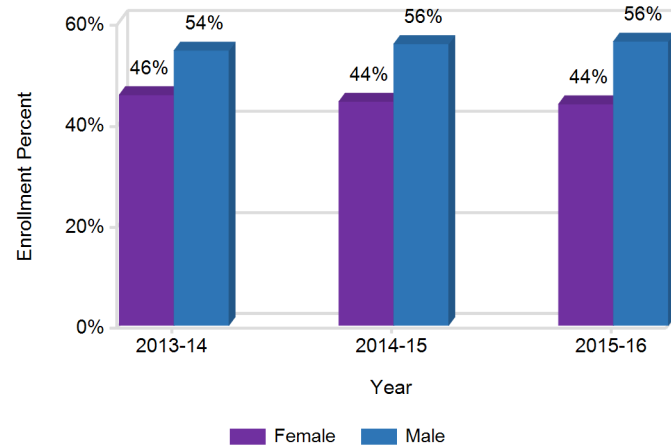
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	81	71	77
Grade 07	74	74	68
Grade 08	86	69	74
UG	31	30	32
Total	272	244	251

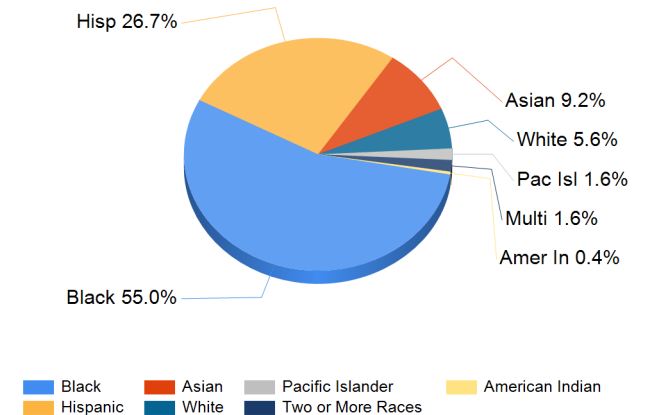
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



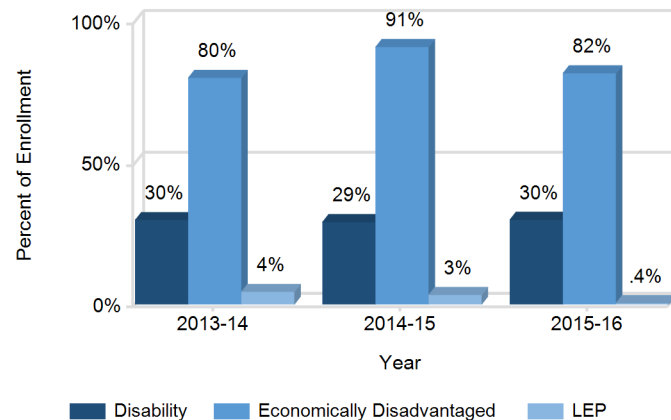
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	82.1%
Spanish	12.4%
Urdu	1.2%
Haitian	0.8%
Tagalog	0.8%
Other	2.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	14%	14	3
Mathematics Met or Exceeded Expectations	4%	3	1

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	247	14%	3	97%	✓	248	4%	1	97%	✓
White	S	S	S	S		S	S	S	S	
African American	122	8%	9	95%	✓	122	3%	11	95%	✓
Hispanic	76	18%	9	99%	✓	77	3%	2	99%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	75	3%	7	94%	X	75	1%	3	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	172	13%	6	96%	✓	172	4%	4	96%	✓



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	730	742	750	12%	28%	37%	22%	1%	24%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	33	724	729	732	15%	36%	36%	9%	3%	12%	31%
Hispanic	28	735	741	738	7%	14%	46%	32%	N	32%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	755	755	S	S	S	S	S	S	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	54	730	738	735	9%	28%	43%	20%	N	20%	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	S	S	753	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	744	748	S	S	S	S	S	S	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	728	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	716	743	753	34%	16%	37%	12%	1%	14%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	26	719	740	739	35%	8%	39%	15%	4%	19%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	S	S	728	748	S	S	S	S	S	S	54%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	62	714	739	735	39%	13%	34%	15%	N	15%	37%
PARCC MATH											
Schoolwide	S	S	730	740	S	S	S	S	S	S	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	S	S	720	736	S	S	S	S	S	S	30%
Two or More Races	S	S	708	744	S	S	S	S	S	S	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	727	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 06-08

17-2390-345

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	736	753	S	S	S	S	S	S	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	S	S	734	740	S	S	S	S	S	S	43%
Asian	14	719	757	780	29%	36%	7%	29%	N	29%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	738	756	S	S	S	S	S	S	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	734	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	15	713	732	745	47%	20%	13%	20%	N	20%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	675	726	S	S	S	S	S	S	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	14	715	711	704	29%	43%	14%	14%	N	14%	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



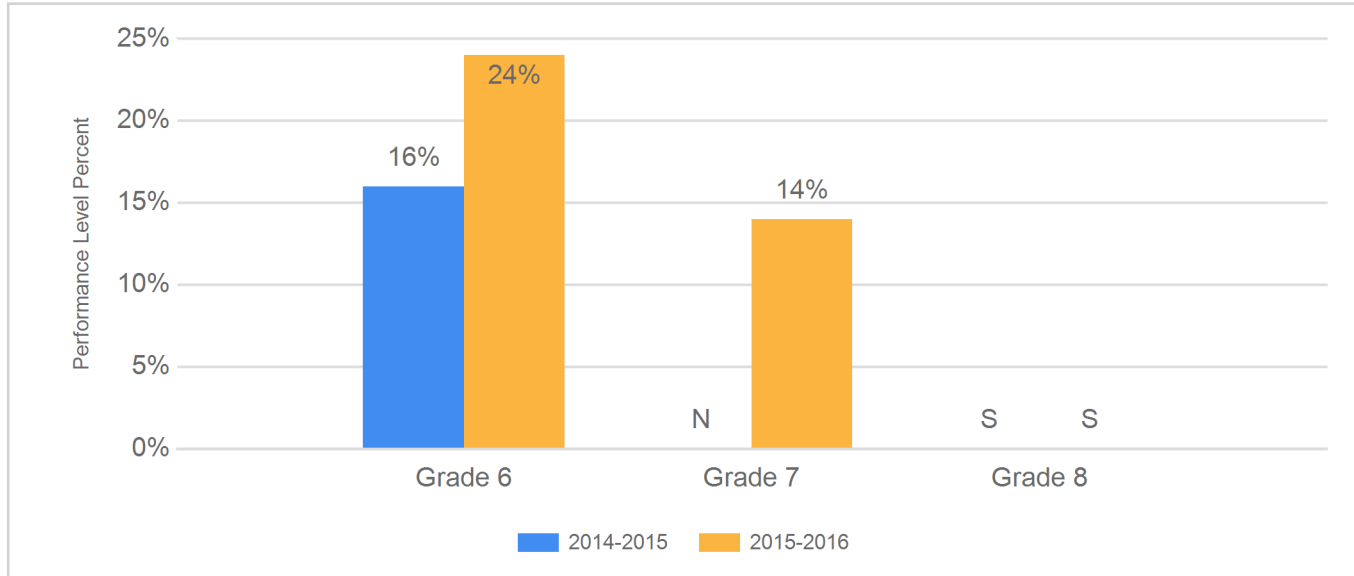
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



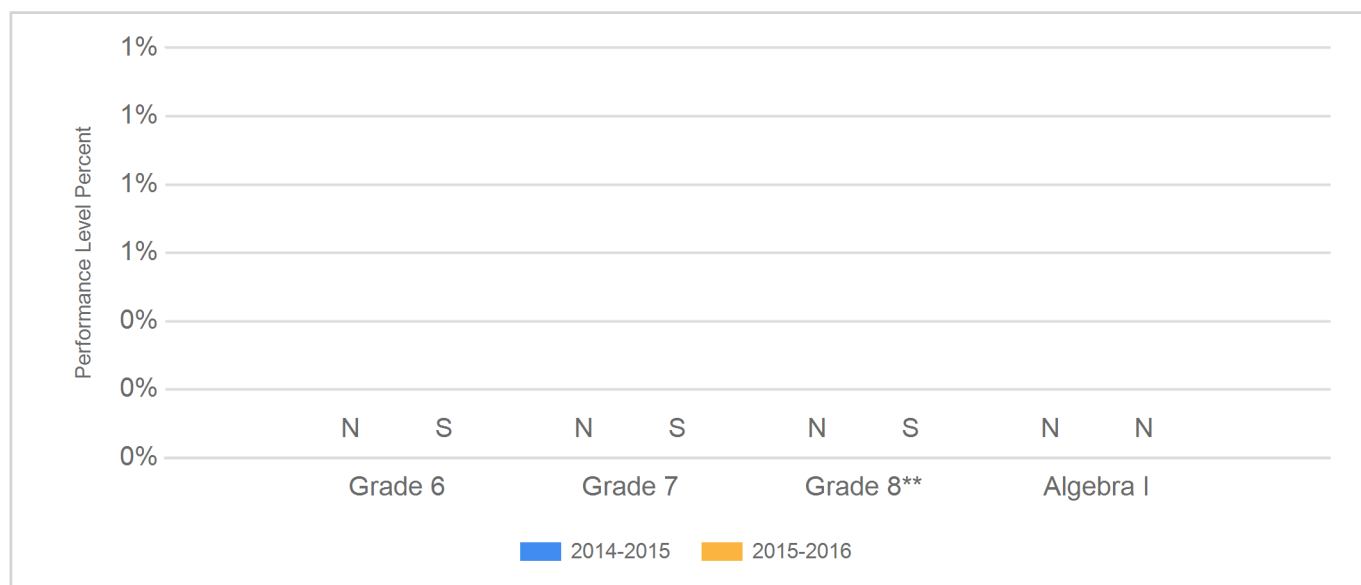
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

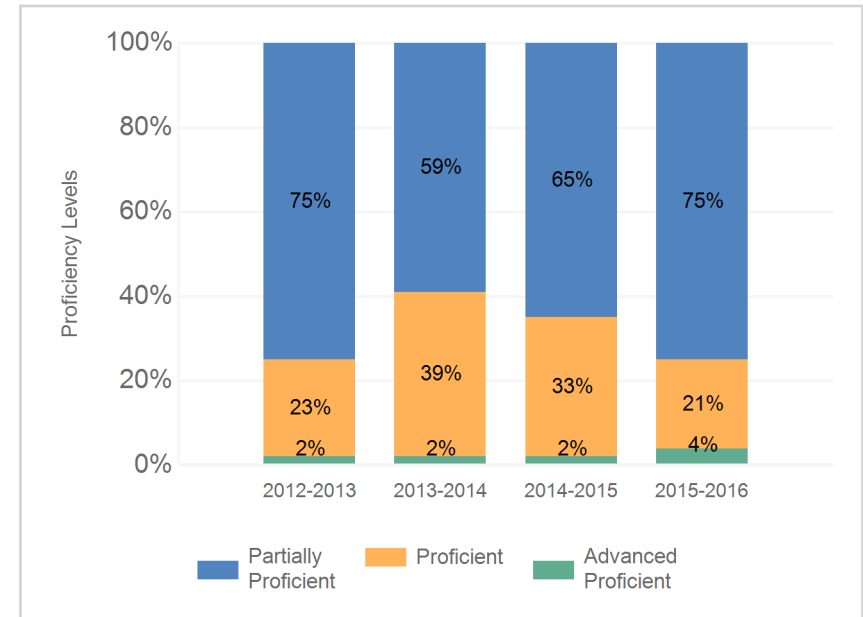
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	4%	21%	75%
White	S	S	S
African American	4%	14%	82%
Hispanic	N	33%	67%
American Indian	N	N	N
Asian	7%	36%	57%
Two or More Races	S	S	S
Students with Disability	N	9%	91%
English Language Learners	N	11%	89%
Economically Disadvantaged Students	5%	15%	81%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	54	50
Student Growth on Math	30	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	19%	7%	2%
Partially Met (L2)	11%	6%	6%
Approached (L3)	11%	14%	10%
Met (L4)	3%	5%	8%
Exceeded (L5)	0%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	28%	4%	2%
Partially Met (L2)	19%	13%	12%
Approached (L3)	5%	9%	5%
Met (L4)	2%	1%	2%
Exceeded (L5)	0%	0%	0%



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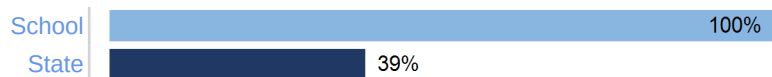
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



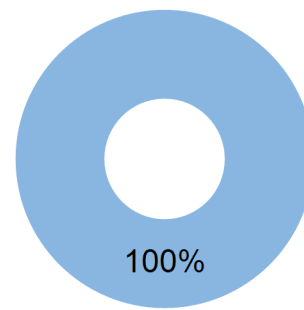
DANCE



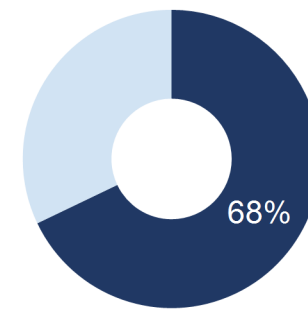
VISUAL ARTS



Any Visual and Performing Arts



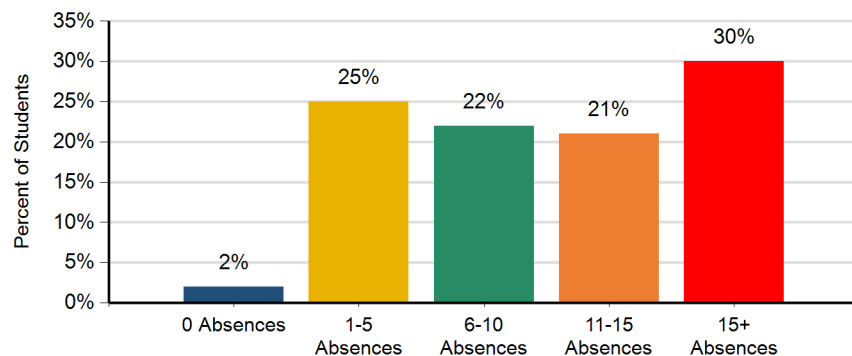
School



State

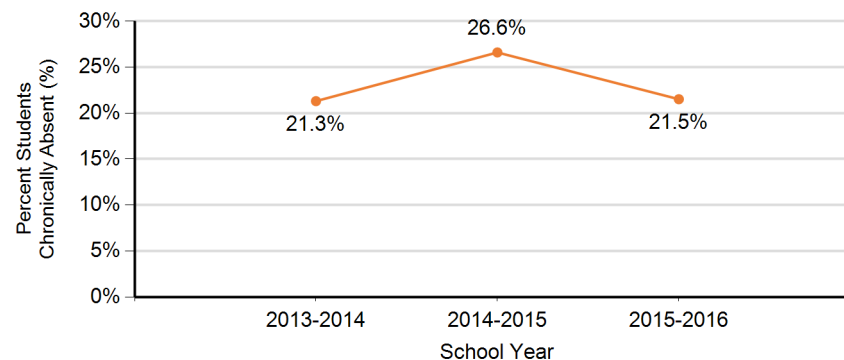
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	7:1
Administrator	251:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	17.1%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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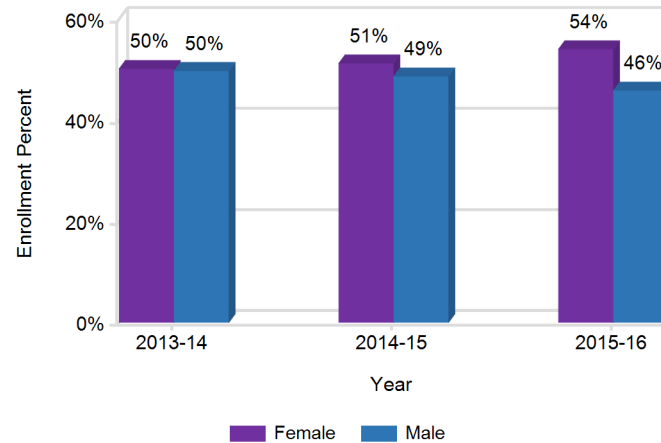
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	119	133	144
Grade KG	81	94	85
Grade 01	76	81	85
Grade 02	71	68	76
Grade 03	62	72	68
Grade 04	86	51	74
Grade 05	85	90	50
UG	36	33	33
Total	616	622	615

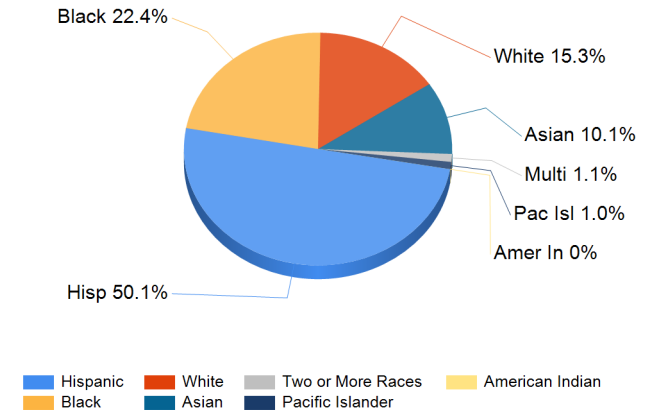
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



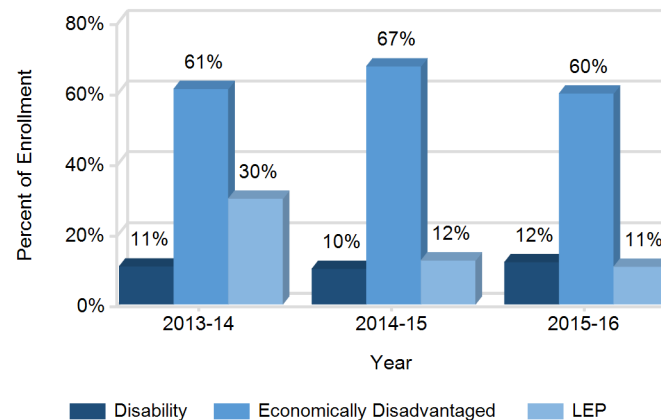
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	59.2%
Spanish	23.9%
Uncoded languages	7.3%
Urdu	2.8%
Tagalog	1.1%
Other	6.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	69	39
Mathematics Met or Exceeded Expectations	26%	45	16

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	196	46%	39	95%	✓	196	26%	16	95%	✓
White	S	S	S	S		S	S	S	S	
African American	54	35%	45	89%	✓	54	19%	32	89%	✓
Hispanic	103	45%	57	98%	✓	103	22%	23	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	117	42%	69	96%	✓	117	18%	20	96%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	743	735	746	16%	22%	21%	32%	9%	41%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	14	724	718	727	21%	29%	21%	29%	N	29%	30%
Hispanic	43	740	734	730	19%	23%	23%	28%	7%	35%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	36	742	729	727	14%	28%	19%	33%	6%	39%	28%
PARCC MATH											
Schoolwide	69	735	735	749	9%	29%	30%	28%	4%	32%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	14	734	719	730	14%	29%	29%	29%	N	29%	31%
Hispanic	44	729	733	736	7%	36%	34%	23%	N	23%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	37	730	730	732	8%	32%	35%	22%	3%	24%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	746	740	750	6%	13%	35%	41%	6%	47%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	26	731	729	733	15%	15%	46%	23%	N	23%	33%
Hispanic	32	753	739	737	N	13%	31%	50%	6%	56%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	48	742	736	734	8%	15%	35%	35%	6%	42%	33%
PARCC MATH											
Schoolwide	72	729	732	745	8%	39%	32%	21%	N	21%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	26	721	718	727	12%	58%	19%	12%	N	12%	24%
Hispanic	33	732	730	733	3%	36%	39%	21%	N	21%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	49	725	728	730	10%	43%	35%	12%	N	12%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	754	743	751	2%	16%	22%	55%	6%	61%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	14	759	732	733	7%	7%	21%	57%	7%	64%	32%
Hispanic	28	751	741	738	N	21%	25%	46%	7%	54%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	752	739	735	N	18%	25%	57%	N	57%	33%
PARCC MATH											
Schoolwide	51	728	734	747	10%	39%	28%	24%	N	24%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	14	735	722	728	N	36%	43%	21%	N	21%	24%
Hispanic	28	726	732	735	14%	36%	29%	21%	N	21%	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	28	726	732	732	14%	39%	25%	21%	N	21%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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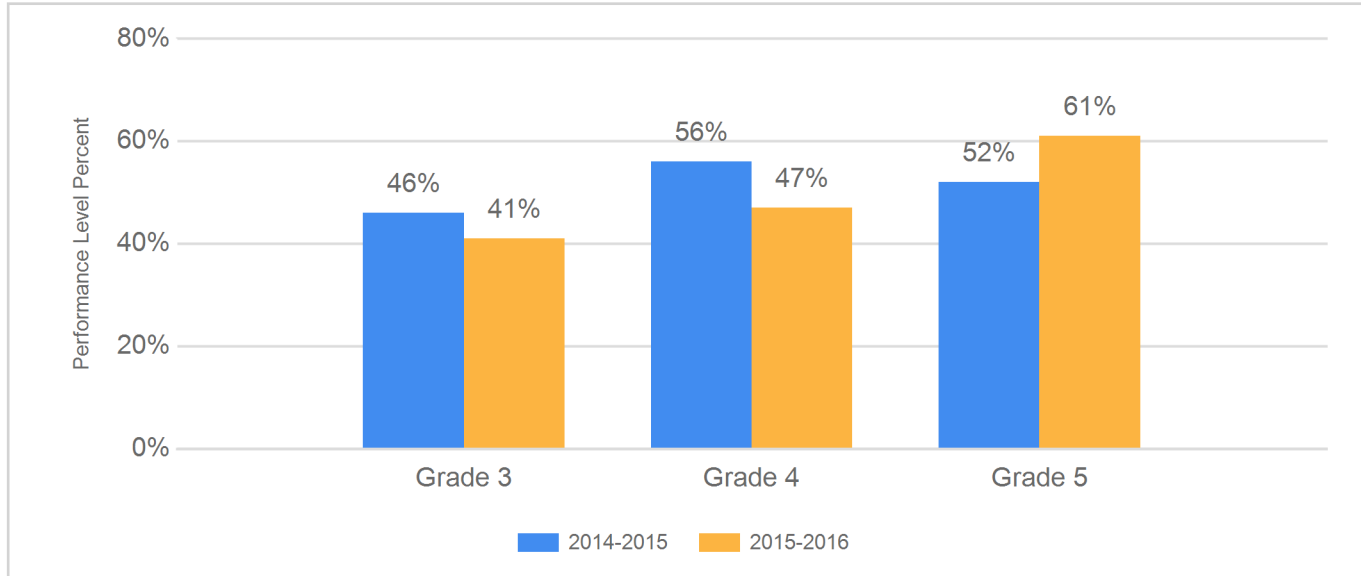
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





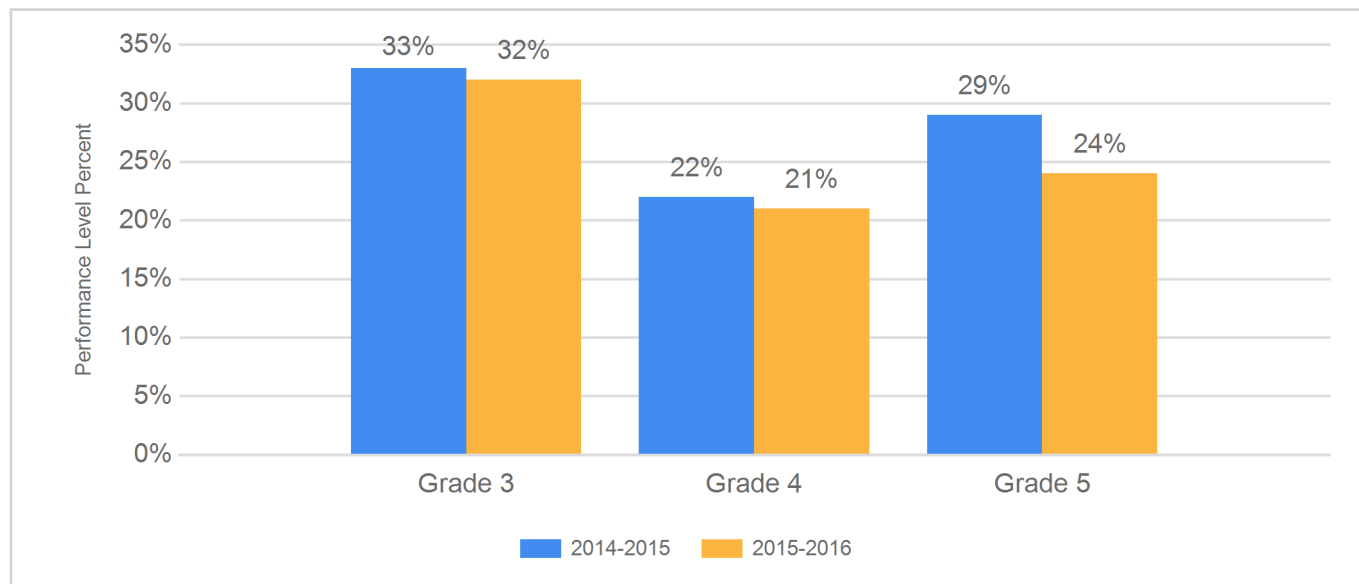
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

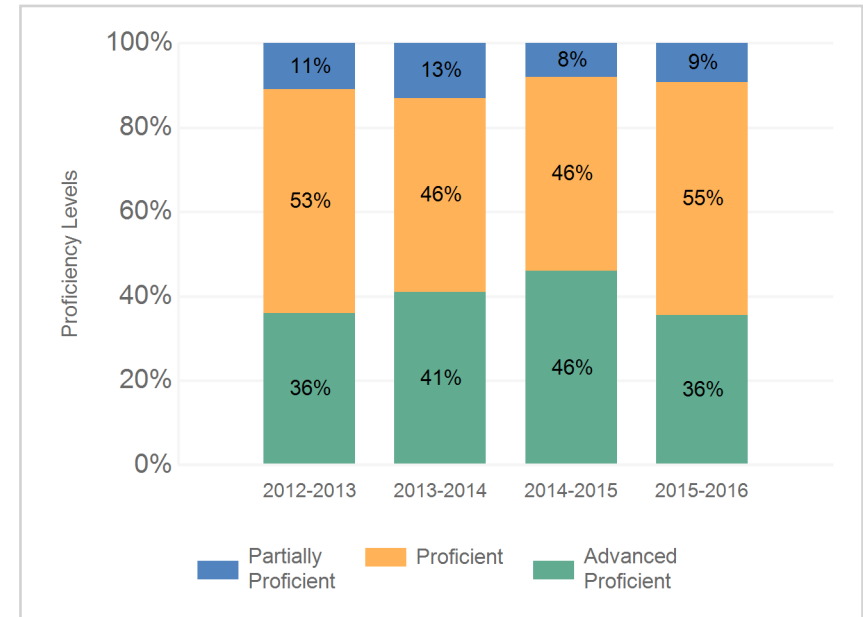
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	36%	55%	9%
White	S	S	S
African American	21%	62%	17%
Hispanic	50%	47%	3%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	37%	52%	11%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	54	50
Student Growth on Math	23	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	8%	4%	0%
Approached (L3)	15%	9%	5%
Met (L4)	9%	19%	21%
Exceeded (L5)	0%	3%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	1%	0%
Partially Met (L2)	28%	8%	1%
Approached (L3)	15%	9%	7%
Met (L4)	11%	11%	2%
Exceeded (L5)	0%	0%	0%



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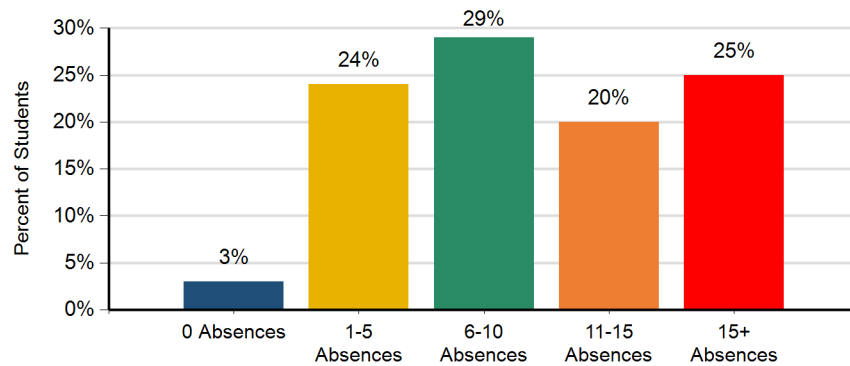
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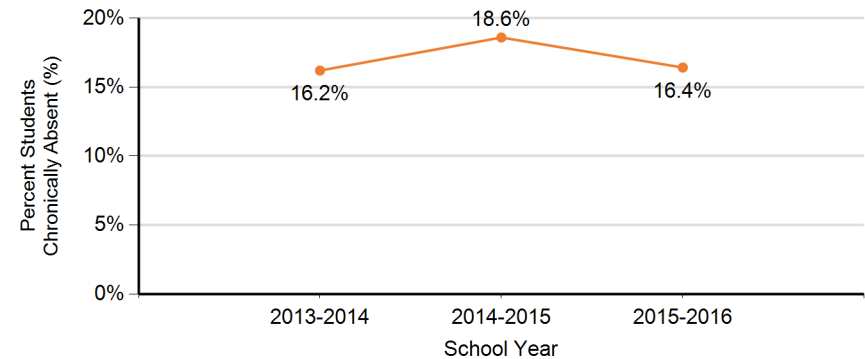
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 55 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	615:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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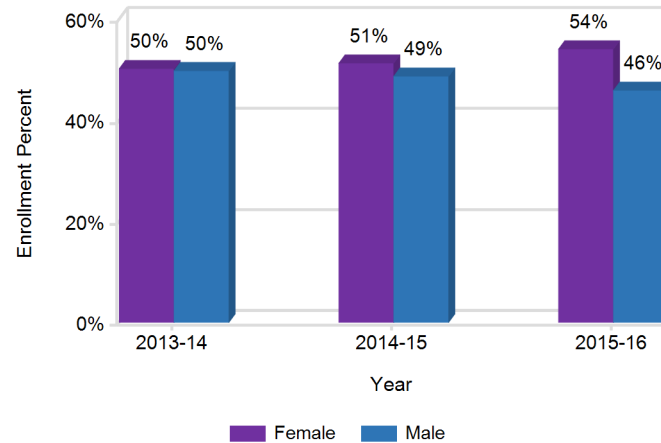
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	119	133	144
Grade KG	81	94	85
Grade 01	76	81	85
Grade 02	71	68	76
Grade 03	62	72	68
Grade 04	86	51	74
Grade 05	85	90	50
UG	36	33	33
Total	616	622	615

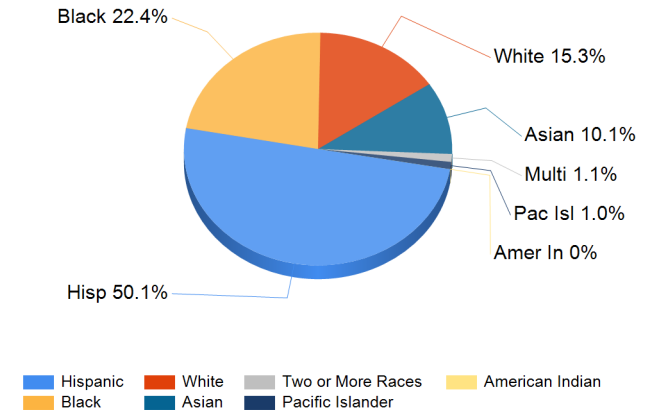
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



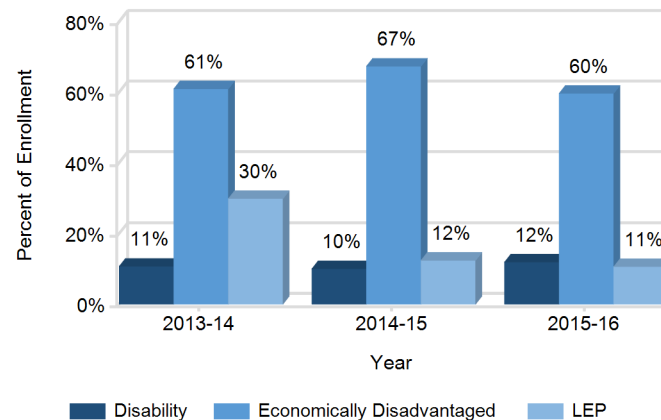
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	59.2%
Spanish	23.9%
Uncoded languages	7.3%
Urdu	2.8%
Tagalog	1.1%
Other	6.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	46%	69	39
Mathematics Met or Exceeded Expectations	26%	45	16

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	196	46%	39	95%	✓	196	26%	16	95%	✓
White	S	S	S	S		S	S	S	S	
African American	54	35%	45	89%	✓	54	19%	32	89%	✓
Hispanic	103	45%	57	98%	✓	103	22%	23	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	117	42%	69	96%	✓	117	18%	20	96%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	743	735	746	16%	22%	21%	32%	9%	41%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	14	724	718	727	21%	29%	21%	29%	N	29%	30%
Hispanic	43	740	734	730	19%	23%	23%	28%	7%	35%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	36	742	729	727	14%	28%	19%	33%	6%	39%	28%
PARCC MATH											
Schoolwide	69	735	735	749	9%	29%	30%	28%	4%	32%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	14	734	719	730	14%	29%	29%	29%	N	29%	31%
Hispanic	44	729	733	736	7%	36%	34%	23%	N	23%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	37	730	730	732	8%	32%	35%	22%	3%	24%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	746	740	750	6%	13%	35%	41%	6%	47%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	26	731	729	733	15%	15%	46%	23%	N	23%	33%
Hispanic	32	753	739	737	N	13%	31%	50%	6%	56%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	48	742	736	734	8%	15%	35%	35%	6%	42%	33%
PARCC MATH											
Schoolwide	72	729	732	745	8%	39%	32%	21%	N	21%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	26	721	718	727	12%	58%	19%	12%	N	12%	24%
Hispanic	33	732	730	733	3%	36%	39%	21%	N	21%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	49	725	728	730	10%	43%	35%	12%	N	12%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	754	743	751	2%	16%	22%	55%	6%	61%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	14	759	732	733	7%	7%	21%	57%	7%	64%	32%
Hispanic	28	751	741	738	N	21%	25%	46%	7%	54%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	752	739	735	N	18%	25%	57%	N	57%	33%
PARCC MATH											
Schoolwide	51	728	734	747	10%	39%	28%	24%	N	24%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	14	735	722	728	N	36%	43%	21%	N	21%	24%
Hispanic	28	726	732	735	14%	36%	29%	21%	N	21%	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	28	726	732	732	14%	39%	25%	21%	N	21%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



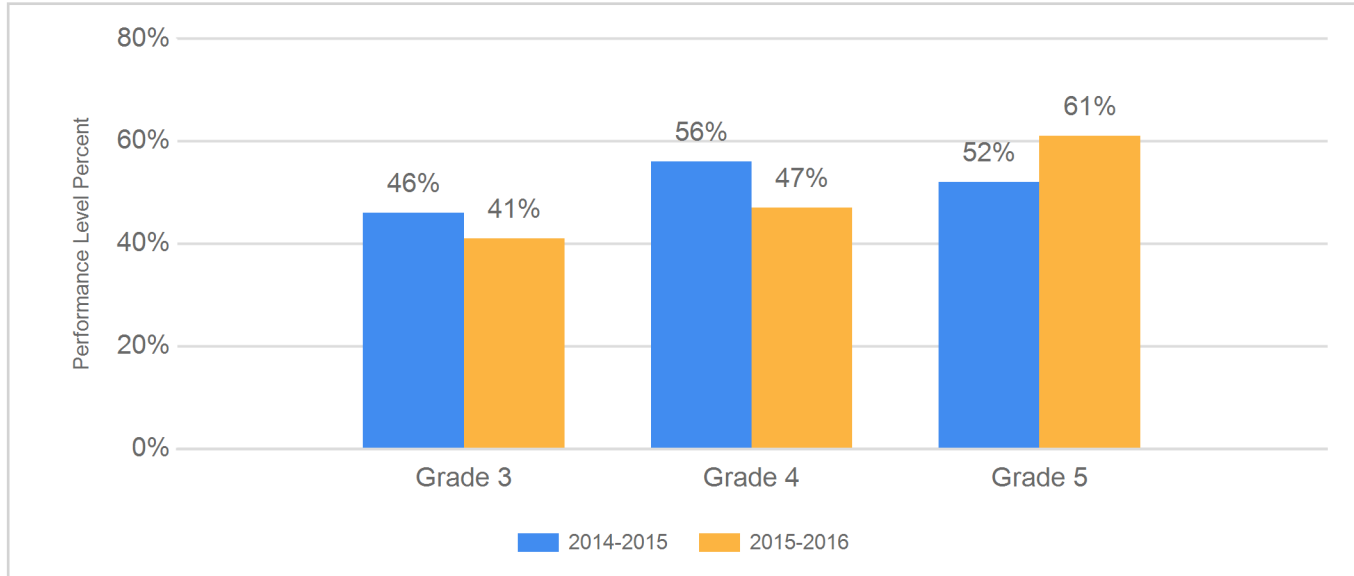
State of New Jersey
2015-2016

Grade Span 3F-05

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





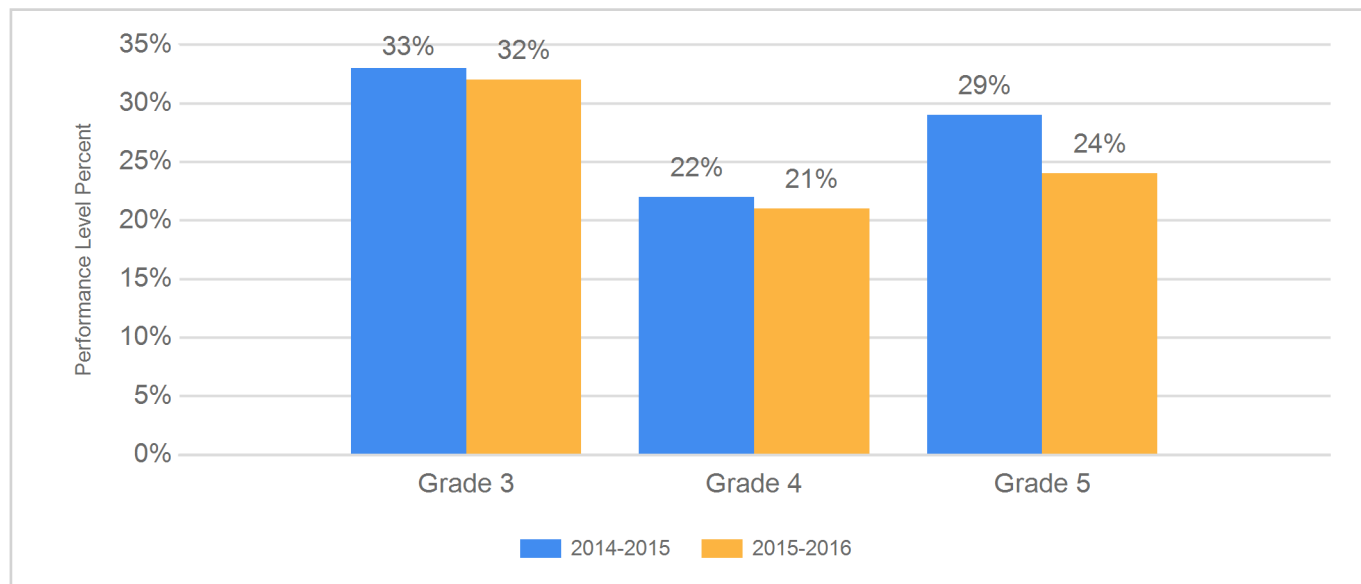
State of New Jersey
2015-2016

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





State of New Jersey
2015-2016

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

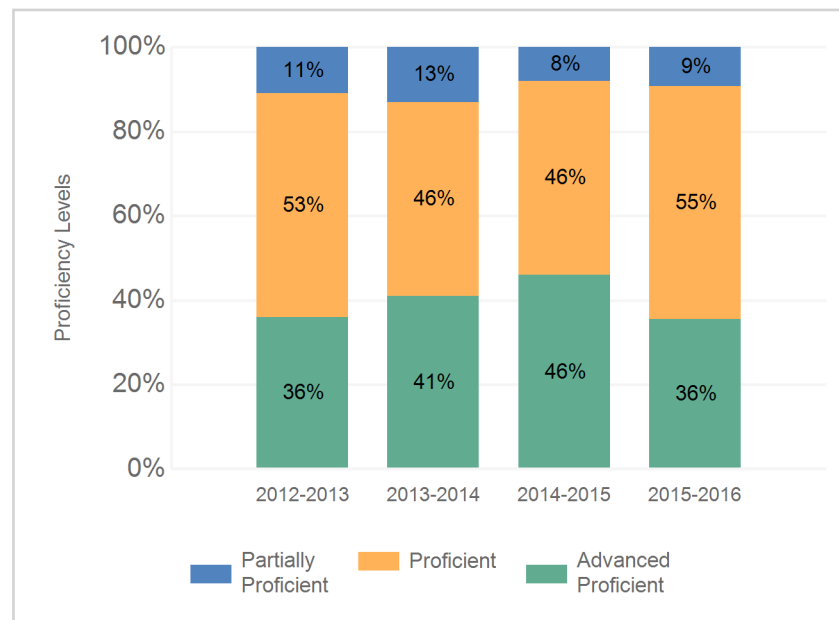
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	36%	55%	9%
White	S	S	S
African American	21%	62%	17%
Hispanic	50%	47%	3%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	37%	52%	11%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	54	50
Student Growth on Math	23	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	8%	4%	0%
Approached (L3)	15%	9%	5%
Met (L4)	9%	19%	21%
Exceeded (L5)	0%	3%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	1%	0%
Partially Met (L2)	28%	8%	1%
Approached (L3)	15%	9%	7%
Met (L4)	11%	11%	2%
Exceeded (L5)	0%	0%	0%



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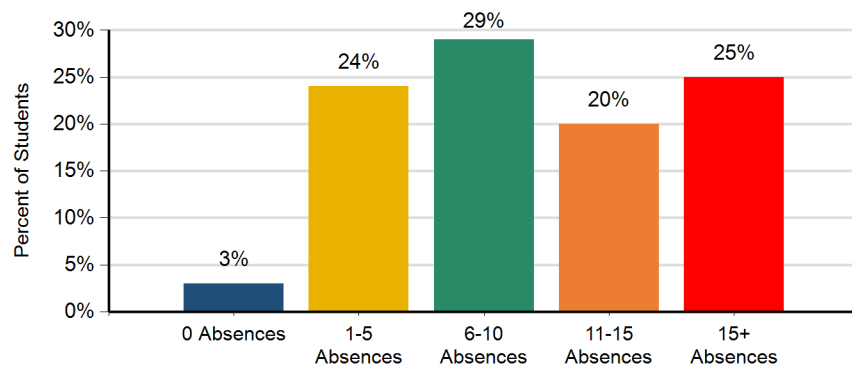
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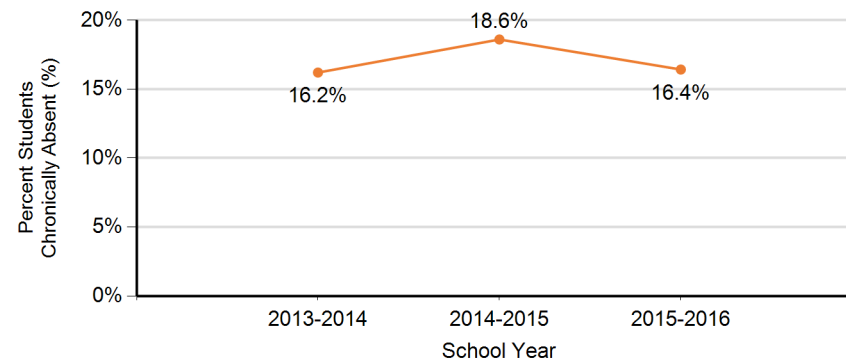
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 55 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	615:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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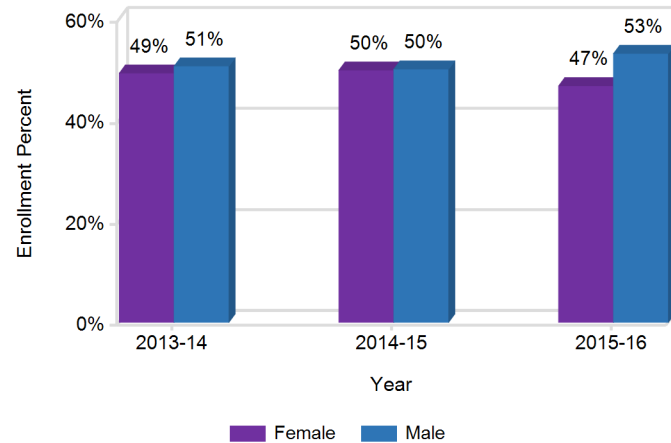
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	126	161	121
Grade KG	54	65	48
Grade 01	46	61	59
Grade 02	50	50	40
Grade 03	36	45	40
Grade 04	42	37	33
Grade 05	48	40	29
UG	0	0	0
Total	402	459	370

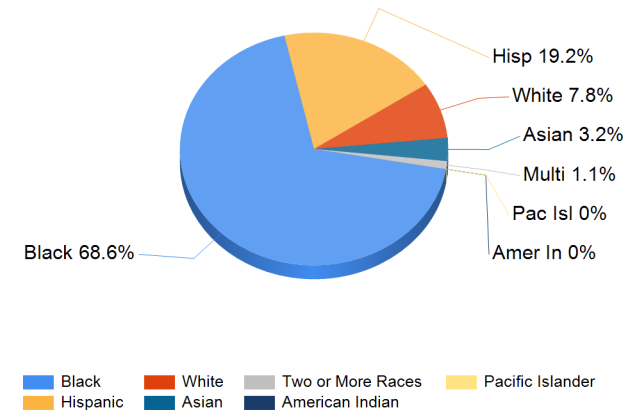
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



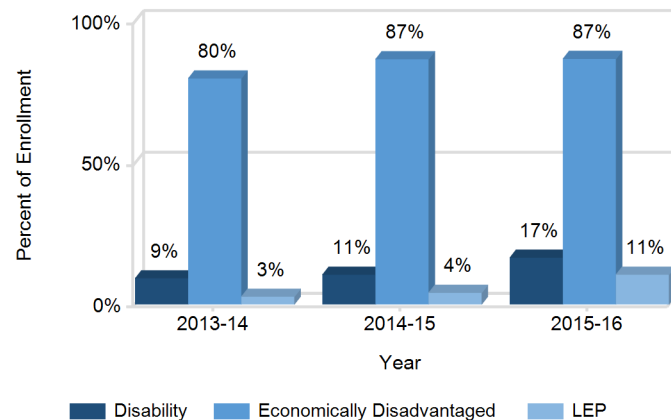
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	80.8%
Spanish	6.8%
Arabic	5.9%
Catalan	1.1%
Tagalog	0.8%
Other	4.8%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	25%	17	9
Mathematics Met or Exceeded Expectations	16%	24	6

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	75	25%	9	74%	X	75	16%	6	75%	X
White	S	S	S	S		S	S	S	S	
African American	58	24%	24	72%	X	58	16%	25	72%	X
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	57	25%	17	74%	X	57	16%	12	75%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	36	724	735	746	28%	25%	25%	22%	N	22%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	27	722	718	727	30%	26%	26%	19%	N	19%	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	29	721	729	727	31%	28%	24%	17%	N	17%	28%
PARCC MATH											
Schoolwide	38	726	735	749	24%	24%	29%	21%	3%	24%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	27	727	719	730	26%	26%	22%	22%	4%	26%	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	30	725	730	732	27%	23%	27%	20%	3%	23%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	24	717	740	750	38%	29%	8%	25%	N	25%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	18	718	729	733	33%	39%	6%	22%	N	22%	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	19	718	736	734	37%	26%	11%	26%	N	26%	33%
PARCC MATH											
Schoolwide	S	S	732	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	S	S	730	733	S	S	S	S	S	S	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	19	721	728	730	21%	37%	32%	11%	N	11%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	22	733	743	751	9%	18%	50%	23%	N	23%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	16	730	739	735	13%	19%	44%	25%	N	25%	33%
PARCC MATH											
Schoolwide	S	S	734	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	732	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

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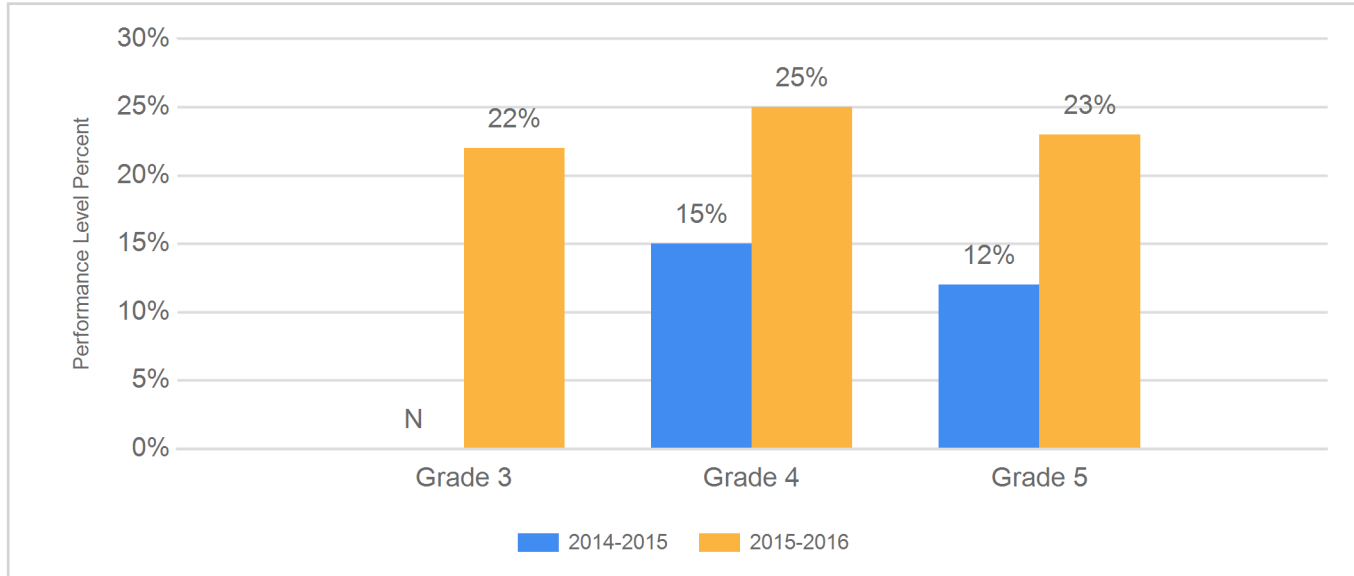
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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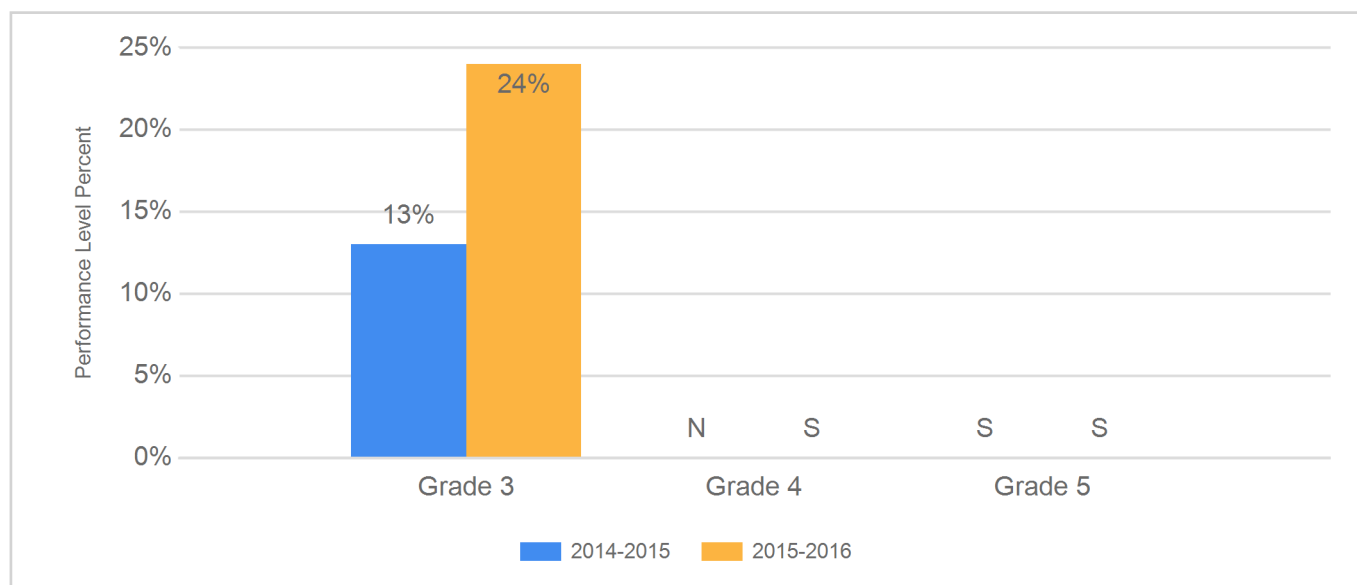
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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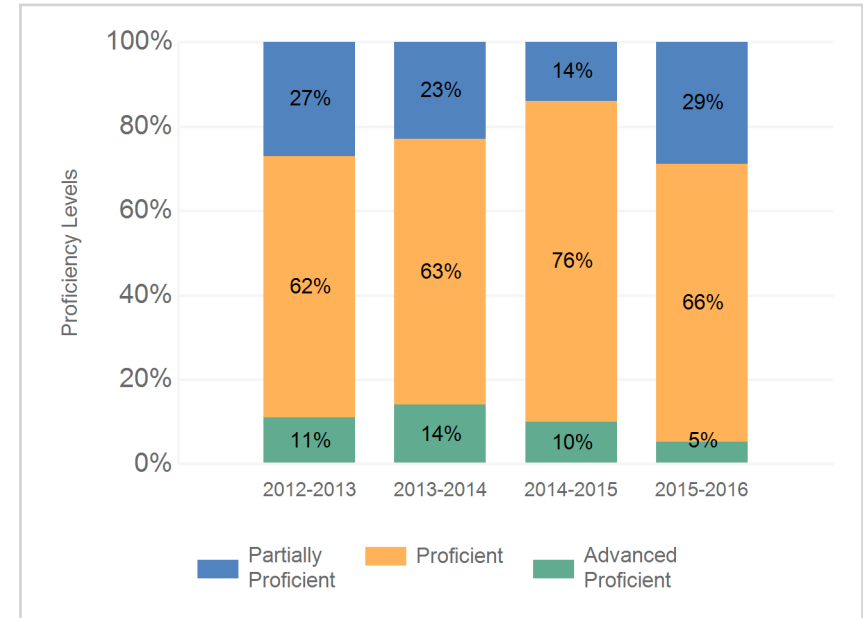
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	5%	66%	29%
White	S	S	S
African American	8%	65%	27%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	56%	36%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Grade Span 3F-05

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	43	54	50
Student Growth on Math	31	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	18%	4%	0%
Partially Met (L2)	7%	7%	0%
Approached (L3)	11%	14%	11%
Met (L4)	4%	11%	14%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	21%	0%	0%
Partially Met (L2)	18%	14%	4%
Approached (L3)	11%	14%	7%
Met (L4)	4%	4%	4%
Exceeded (L5)	0%	0%	0%



State of New Jersey
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Grade Span 3F-05

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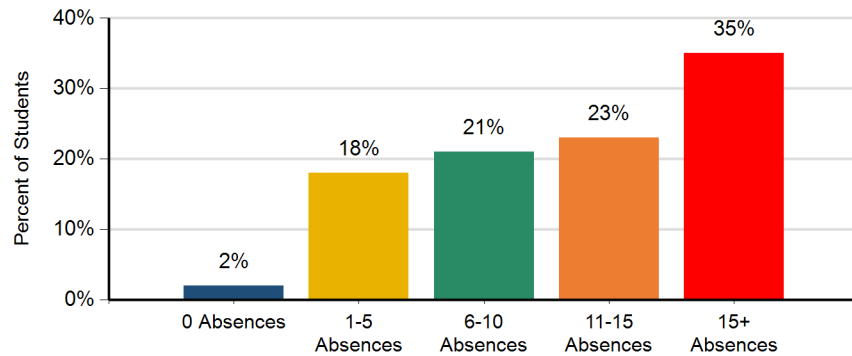
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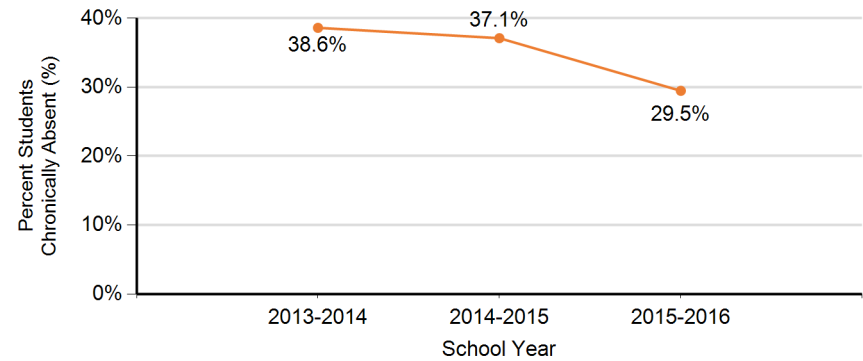
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	370:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	5.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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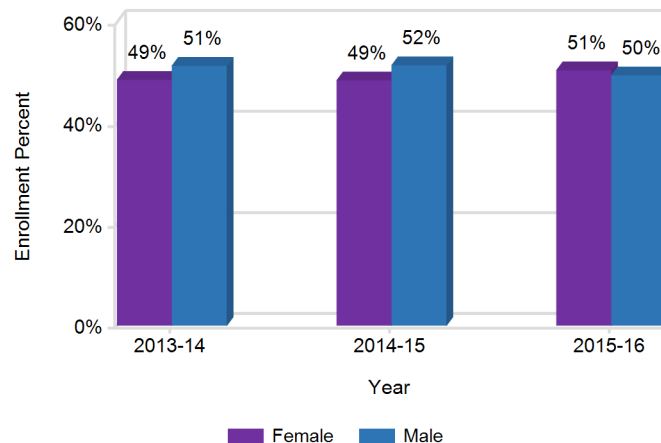
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	261	359	316
Grade 10	249	180	265
Grade 11	186	166	136
Grade 12	117	172	143
UG	125	116	94
Total	938	993	954

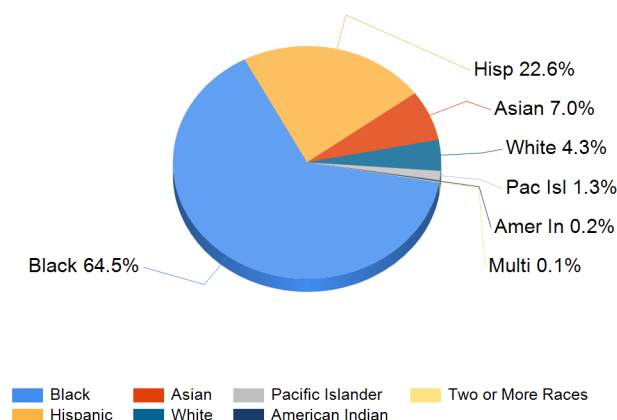
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



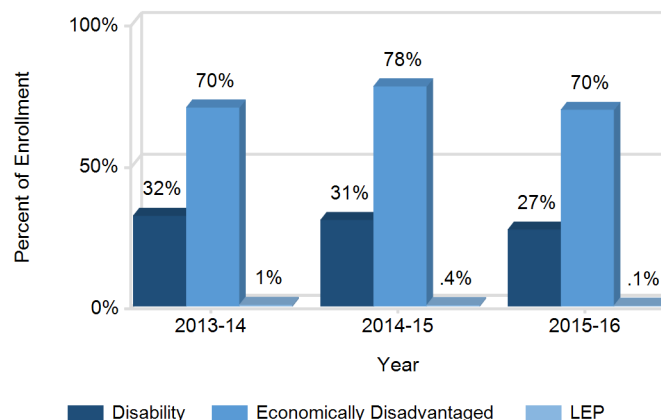
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	75.3%
Spanish	13.0%
Uncoded languages	2.9%
Arabic	2.3%
Tagalog	2.2%
Other	4.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	24%	14	21
Mathematics Met or Exceeded Expectations	6%	29	15

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	421	24%	21	93%	X	324	6%	15	91%	X
White	S	S	S	S		S	S	S	S	
African American	288	17%	30	92%	X	230	2%	19	91%	X
Hispanic	85	34%	59	92%	X	57	11%	41	91%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	117	7%	28	91%	X	79	N	22	90%	X
English Learner Students	S	S	S	S		N	N	N	N	
Economically Disadvantaged Students	258	22%	33	93%	X	197	5%	24	92%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	243	724	737	746	24%	28%	26%	21%	1%	23%	49%
White	S	S	748	754	S	S	S	S	S	S	58%
African American	163	717	725	729	30%	31%	24%	14%	1%	15%	30%
Hispanic	52	732	729	730	8%	27%	35%	29%	2%	31%	34%
Asian	15	762	767	774	N	7%	27%	60%	7%	67%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	741	748	S	S	S	S	S	S	53%
Students with Disability	S	S	704	713	S	S	S	S	S	S	12%
English Language Learners	S	S	697	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	152	722	733	729	24%	29%	27%	18%	1%	20%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	199	718	736	740	36%	19%	20%	23%	3%	25%	44%
White	S	S	740	747	S	S	S	S	S	S	50%
African American	136	715	726	722	39%	18%	22%	19%	2%	21%	28%
Hispanic	42	726	729	726	26%	24%	14%	33%	2%	36%	33%
Asian	S	S	760	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	697	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	117	719	733	723	35%	18%	21%	23%	3%	27%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	739	751	736	14%	22%	24%	35%	6%	41%	40%
White	S	S	755	739	S	S	S	S	S	S	42%
African American	68	734	745	728	16%	21%	29%	28%	6%	34%	30%
Hispanic	23	749	745	732	4%	22%	17%	48%	9%	57%	37%
Asian	S	S	770	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	706	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	51	735	747	730	14%	28%	24%	29%	6%	35%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



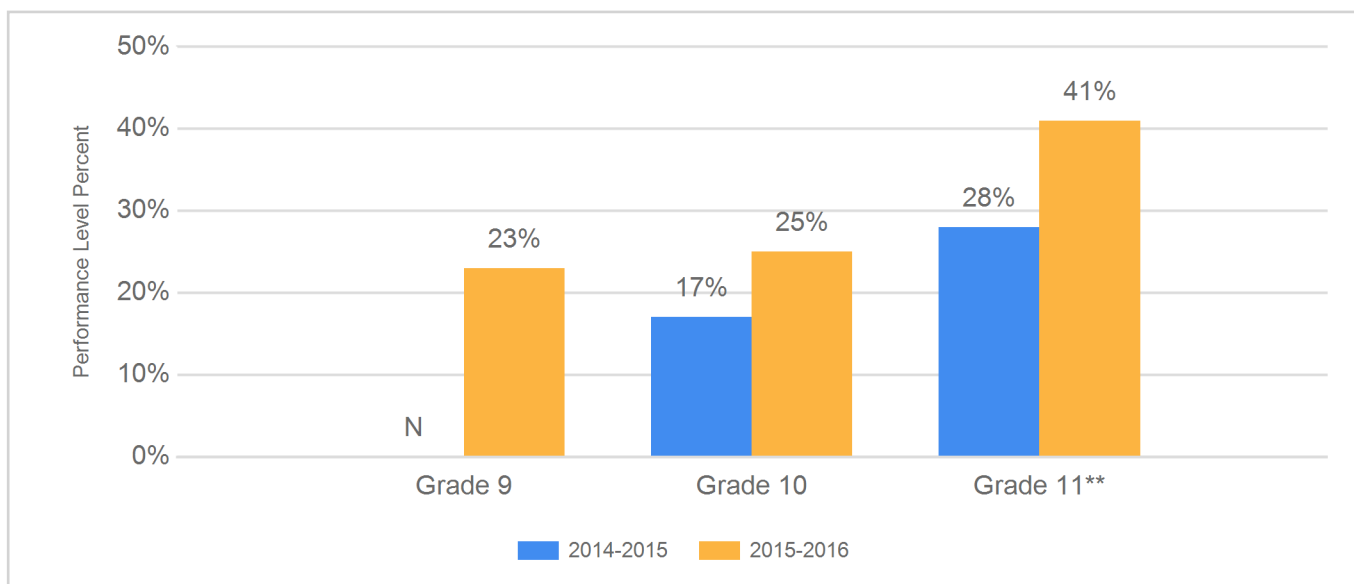
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	717	738	727	27%	31%	27%	15%	N	15%	41%
White	S	S	755	734	S	S	S	S	S	S	51%
African American	S	S	723	717	S	S	S	S	S	S	20%
Hispanic	15	724	733	720	20%	27%	33%	20%	N	20%	25%
Asian	S	S	759	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	703	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	61	717	737	719	28%	33%	28%	12%	N	12%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	722	730	S	S	S	S	S	S	27%
White	S	S	730	736	S	S	S	S	S	S	34%
African American	S	S	714	717	S	S	S	S	S	S	9%
Hispanic	S	S	717	720	S	S	S	S	S	S	13%
Asian	14	721	743	750	7%	50%	29%	14%	N	14%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	723	730	S	S	S	S	S	S	29%
Students with Disability	S	S	703	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	720	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	716	722	S	S	S	S	S	S	27%
White	S	S	725	728	S	S	S	S	S	S	31%
African American	S	S	701	700	S	S	S	S	S	S	8%
Hispanic	27	711	711	707	33%	37%	15%	15%	N	15%	12%
Asian	S	S	745	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	683	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	66	696	712	705	55%	29%	6%	11%	N	11%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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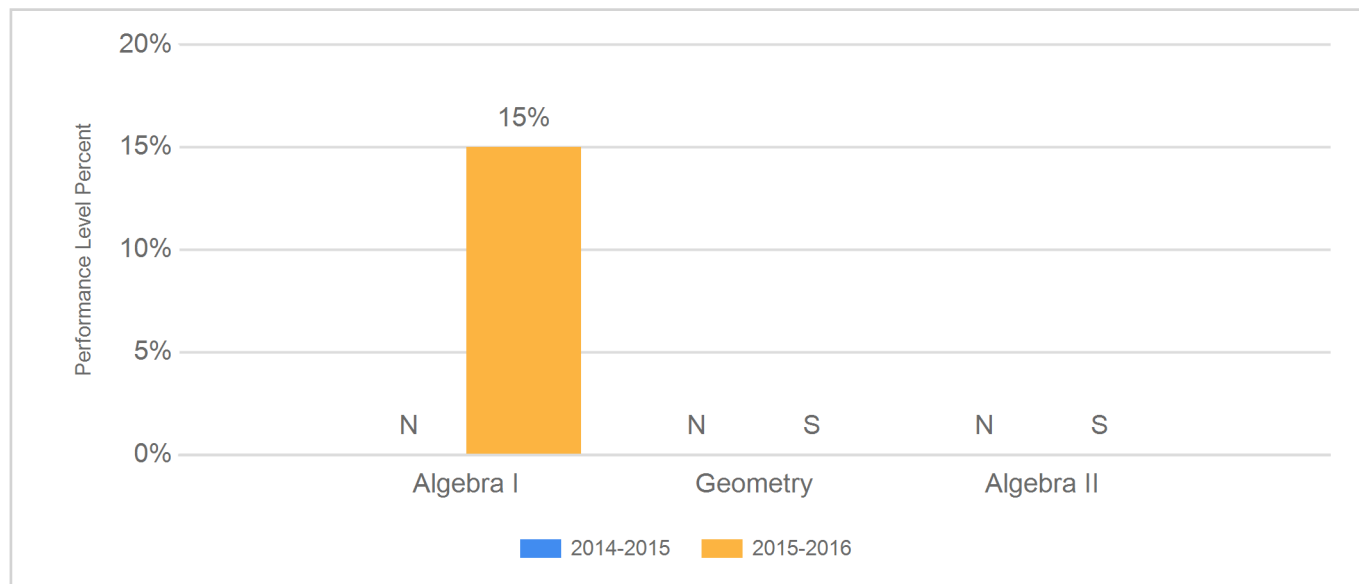
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

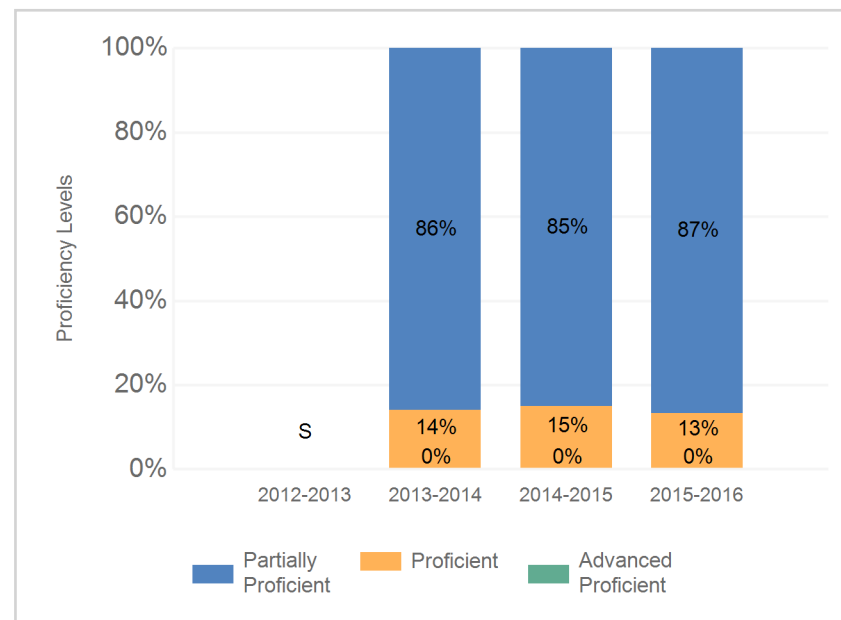
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	N	13%	87%
White	N	8%	92%
African American	N	11%	90%
Hispanic	N	14%	86%
American Indian	N	N	N
Asian	N	50%	50%
Two or More Races	N	N	N
Students with Disability	N	2%	98%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	13%	87%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	93.5%	58.0%
Percent of Students Participating in ACT	3.5%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	21%	71%
Math	530	5%	53%
ACT	-	-	-
Reading	22	20%	58%
English	18	20%	74%
Math	22	20%	61%
Science	23	20%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	770	950
SAT	-	-
Reading and Writing	410	537
Math	405	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	840	770	700
SAT	-	-	-
Reading and Writing	460	410	360
Math	470	410	340
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

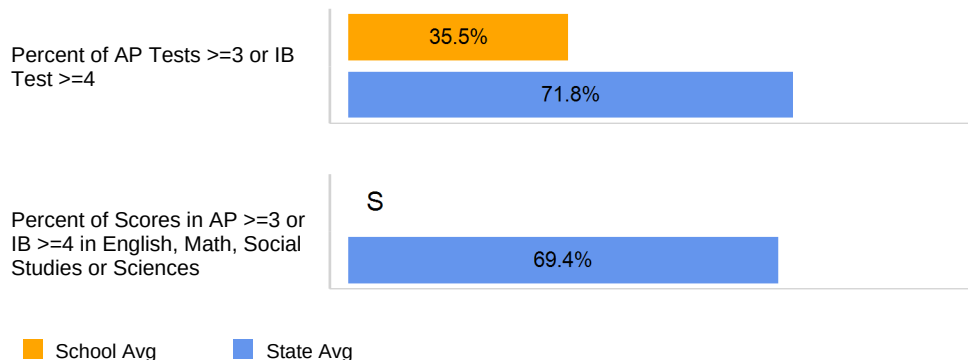


State of New Jersey
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	14	13
AP English Language and Composition	5	5
AP English Literature and Composition	0	9
AP Psychology	0	1
AP Studio Art—General Portfolio	0	3
AP U.S. History	0	7
Student AP Tests ≥ 3 and IB Tests ≥ 4		11

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	6.8%	39.1%
One of More Test	11.1%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	9.7%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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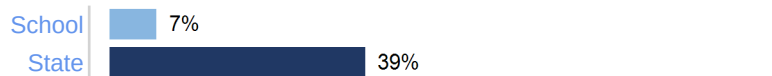
Grade Span 09-12

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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



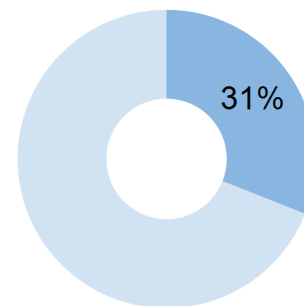
DANCE



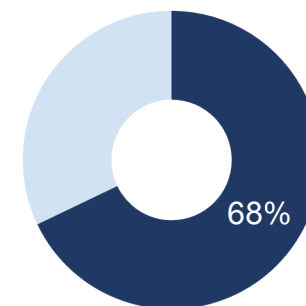
VISUAL ARTS



Any Visual and Performing Arts



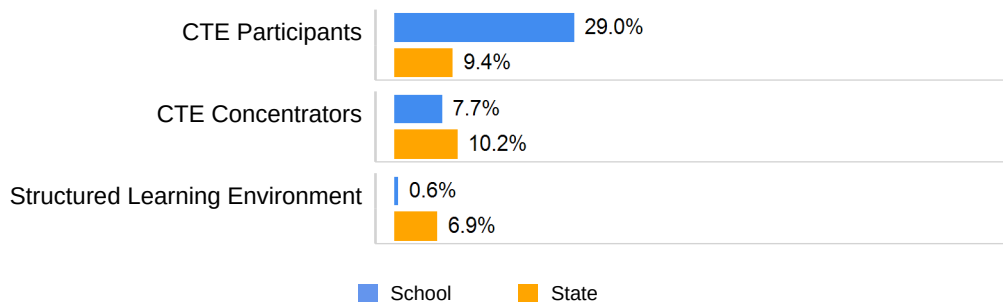
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



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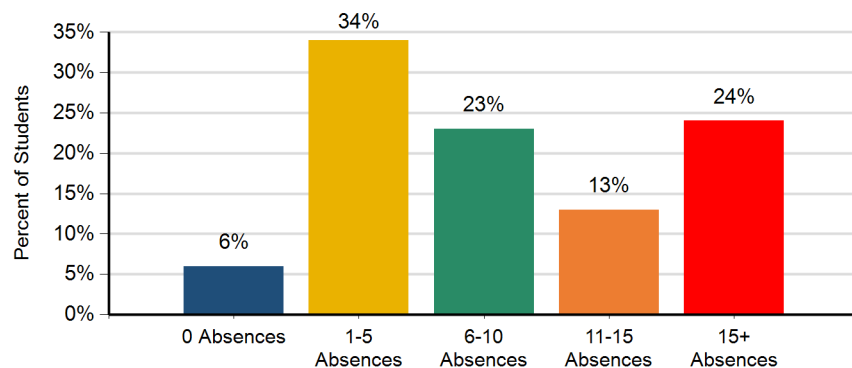
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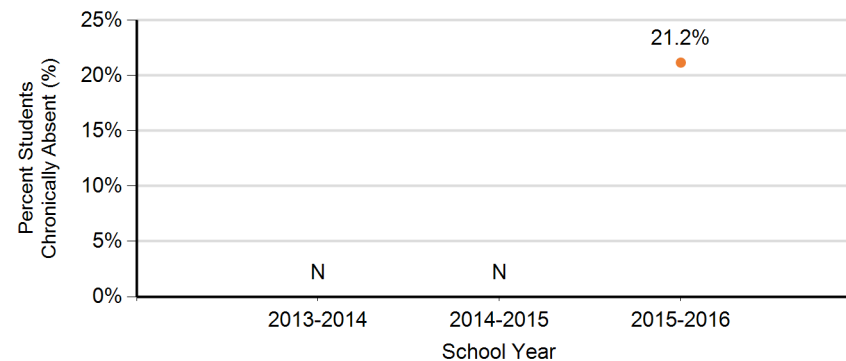
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	51%	1	81%
White	S	S	
African American	47.8%	3	
Hispanic	61.3%	4	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	35.4%	2	
English Language Learners	S	S	
Economically Disadvantaged Students	50%	2	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.9%	1.2%
White	N	0.6%
African American	2.7%	2.6%
Hispanic	1.5%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	4.8%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	1.5%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	53%	54%
2014	42%	47%
2015	57%	59%
2016	51%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	64.7%	52.8%	47.2%
White	S	S	S
African American	64.6%	53.4%	46.6%
Hispanic	65.8%	56.0%	44.0%
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	62.6%	51.4%	48.6%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 5 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	191:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	13.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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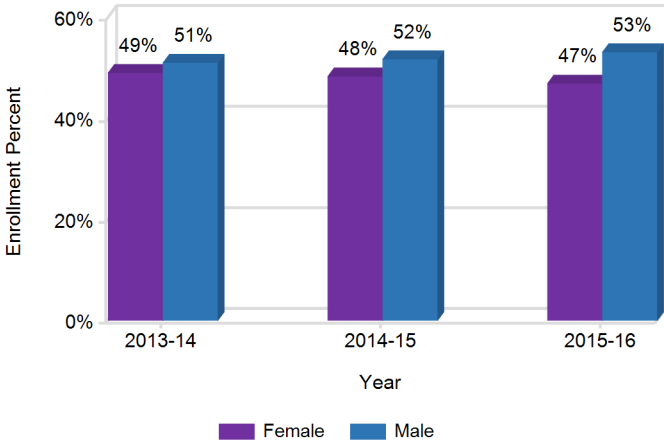
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	31	20	35
Grade 07	24	25	23
Grade 08	18	19	25
Grade 09	61	42	46
Grade 10	64	55	34
Grade 11	65	61	53
Grade 12	0	39	57
UG	0	0	0
Total	263	261	273

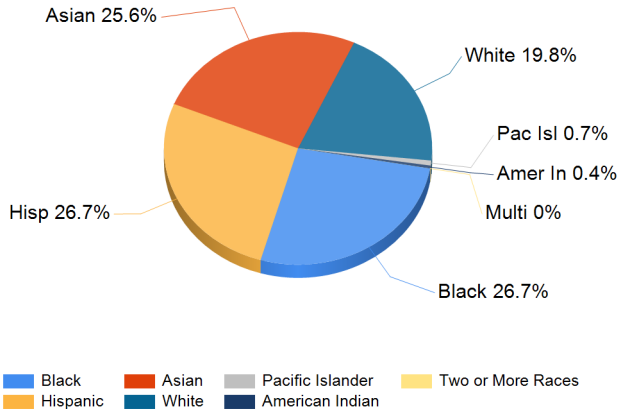
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



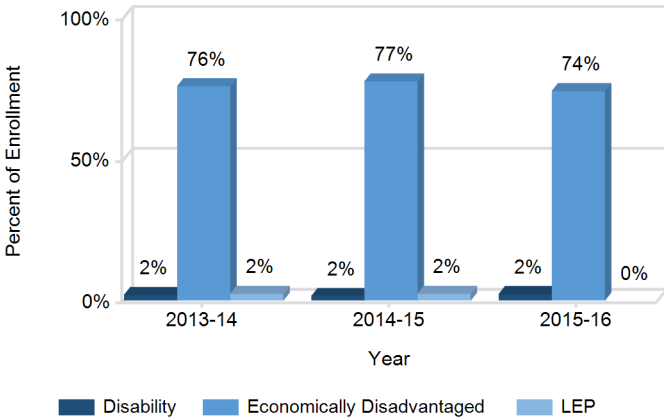
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	44.3%
Spanish	16.5%
Arabic	12.8%
Tagalog	6.2%
Uncoded languages	4.0%
Other	16.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	95%	86	100
Mathematics Met or Exceeded Expectations	85%	86	100

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education.√*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	163	95%	100	99%	√	163	85%	100	99%	√
White	S	S	S	S		S	S	S	S	
African American	44	98%	99	100%	√	44	80%	100	100%	√
Hispanic	47	96%	99	100%	√	47	85%	99	100%	√
American Indian	S	S	S	S		S	S	S	S	
Asian	40	93%	89	100%	√	40	90%	91	100%	√
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	103	94%	99	99%	√	103	84%	100	99%	√

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	35	795	795	748	N	N	N	37%	63%	100%	52%
White	S	S	S	747	S	S	S	S	S	S	61%
African American	12	791	791	747	N	N	N	25%	75%	100%	31%
Hispanic	S	S	S	745	S	S	S	S	S	S	37%
Asian	11	797	797	773	N	N	N	46%	55%	100%	79%
American Indian	N	N	N	763	N	N	N	N	N	N	58%
Two or More Races	N	N	N	741	N	N	N	N	N	N	60%
Students with Disability	S	S	S	715	S	S	S	S	S	S	15%
English Language Learners	N	N	N	736	N	N	N	N	N	N	10%
Economically Disadvantaged Students	21	793	793	746	N	N	N	33%	67%	100%	33%
PARCC MATH											
Schoolwide	35	777	777	738	N	N	6%	69%	26%	94%	43%
White	S	S	S	744	S	S	S	S	S	S	53%
African American	12	765	765	734	N	N	8%	83%	8%	92%	20%
Hispanic	S	S	S	736	S	S	S	S	S	S	26%
Asian	11	790	790	768	N	N	9%	36%	55%	91%	76%
American Indian	N	N	N	753	N	N	N	N	N	N	50%
Two or More Races	N	N	N	729	N	N	N	N	N	N	49%
Students with Disability	S	S	S	711	S	S	S	S	S	S	13%
English Language Learners	N	N	N	724	N	N	N	N	N	N	12%
Economically Disadvantaged Students	21	770	770	734	N	N	5%	91%	5%	95%	23%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	24	802	802	750	N	N	N	17%	83%	100%	56%
White	S	S	S	753	S	S	S	S	S	S	65%
African American	S	S	S	745	S	S	S	S	S	S	35%
Hispanic	S	S	S	745	S	S	S	S	S	S	41%
Asian	S	S	S	773	S	S	S	S	S	S	84%
American Indian	N	N	N	773	N	N	N	N	N	N	54%
Two or More Races	N	N	N	740	N	N	N	N	N	N	63%
Students with Disability	N	N	N	714	N	N	N	N	N	N	16%
English Language Learners	N	N	N	705	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	793	793	741	N	N	N	23%	77%	100%	37%
PARCC MATH											
Schoolwide	24	776	776	739	N	N	4%	79%	17%	96%	39%
White	S	S	S	742	S	S	S	S	S	S	47%
African American	S	S	S	735	S	S	S	S	S	S	19%
Hispanic	S	S	S	735	S	S	S	S	S	S	23%
Asian	S	S	S	760	S	S	S	S	S	S	72%
American Indian	N	N	N	747	N	N	N	N	N	N	30%
Two or More Races	N	N	N	735	N	N	N	N	N	N	44%
Students with Disability	N	N	N	711	N	N	N	N	N	N	9%
English Language Learners	N	N	N	714	N	N	N	N	N	N	10%
Economically Disadvantaged Students	13	770	770	733	N	N	8%	77%	15%	92%	21%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	788	788	749	N	N	4%	64%	32%	96%	55%
White	S	S	S	752	S	S	S	S	S	S	63%
African American	S	S	S	740	S	S	S	S	S	S	34%
Hispanic	S	S	S	742	S	S	S	S	S	S	43%
Asian	S	S	S	781	S	S	S	S	S	S	82%
American Indian	N	N	N	718	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	59%
Students with Disability	N	N	N	712	N	N	N	N	N	N	16%
English Language Learners	N	N	N	705	N	N	N	N	N	N	9%
Economically Disadvantaged Students	17	789	789	740	N	N	6%	59%	35%	94%	38%
**PARCC MATH											
Schoolwide	20	773	773	719	N	5%	15%	70%	10%	80%	26%
White	S	S	S	725	S	S	S	S	S	S	32%
African American	S	S	S	713	S	S	S	S	S	S	14%
Hispanic	S	S	S	715	S	S	S	S	S	S	20%
Asian	S	S	S	739	S	S	S	S	S	S	49%
American Indian	N	N	N	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	723	N	N	N	N	N	N	26%
Students with Disability	N	N	N	697	N	N	N	N	N	N	8%
English Language Learners	N	N	N	697	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	773	773	714	N	N	23%	69%	8%	77%	18%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	776	737	746	N	2%	7%	67%	24%	91%	49%
White	13	781	748	754	N	N	8%	54%	39%	92%	58%
African American	S	S	725	729	S	S	S	S	S	S	30%
Hispanic	14	775	729	730	N	7%	N	64%	29%	93%	34%
Asian	S	S	767	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	N	N	N	713	N	N	N	N	N	N	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	29	778	733	729	N	3%	7%	55%	35%	90%	31%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	34	784	736	740	N	N	9%	56%	35%	91%	44%
White	S	S	740	747	S	S	S	S	S	S	50%
African American	S	S	726	722	S	S	S	S	S	S	28%
Hispanic	15	780	729	726	N	N	7%	60%	33%	93%	33%
Asian	S	S	760	767	S	S	S	S	S	S	69%
American Indian	S	S	784	729	S	S	S	S	S	S	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	697	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	24	783	733	723	N	N	8%	67%	25%	92%	30%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	787	751	736	N	N	N	65%	35%	100%	40%
White	S	S	755	739	S	S	S	S	S	S	42%
African American	S	S	745	728	S	S	S	S	S	S	30%
Hispanic	S	S	745	732	S	S	S	S	S	S	37%
Asian	13	795	770	753	N	N	N	46%	54%	100%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	706	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	27	790	747	730	N	N	N	56%	44%	100%	33%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



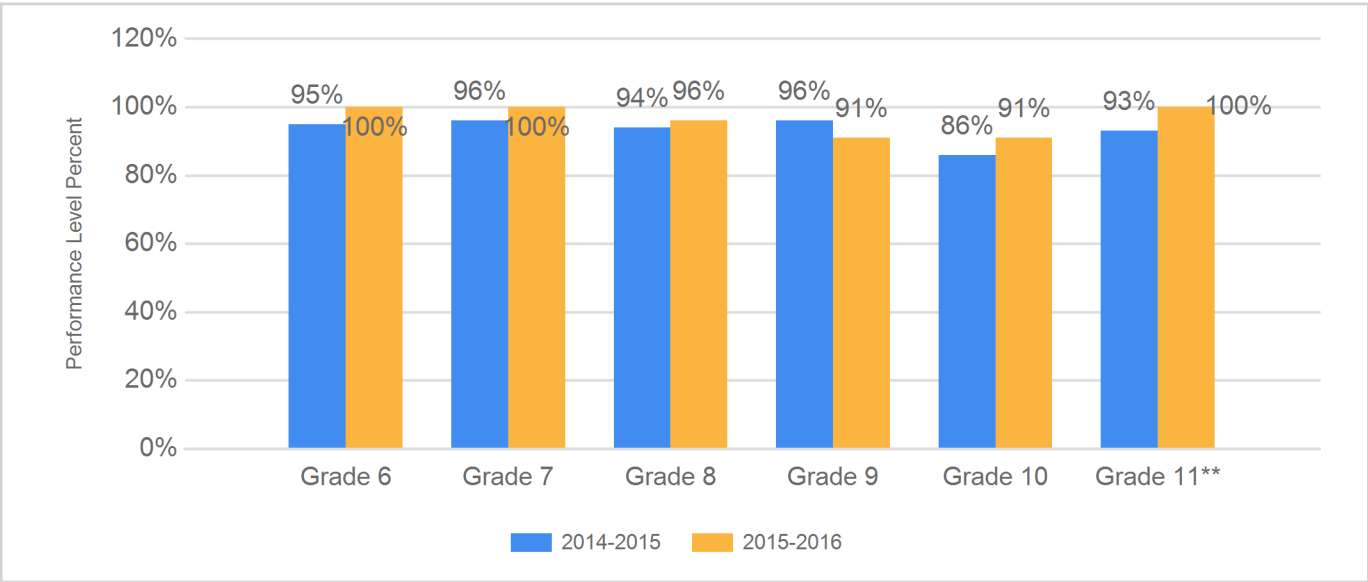
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	773	738	727	N	6%	2%	80%	12%	92%	41%
White	S	S	755	734	S	S	S	S	S	S	51%
African American	S	S	723	717	S	S	S	S	S	S	20%
Hispanic	15	771	733	720	N	N	7%	87%	7%	93%	25%
Asian	S	S	759	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	N	N	N	708	N	N	N	N	N	N	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	31	779	737	719	N	N	3%	81%	16%	97%	23%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	32	753	722	730	N	9%	34%	53%	3%	56%	27%
White	S	S	730	736	S	S	S	S	S	S	34%
African American	S	S	714	717	S	S	S	S	S	S	9%
Hispanic	14	753	717	720	N	7%	36%	50%	7%	57%	13%
Asian	S	S	743	750	S	S	S	S	S	S	61%
American Indian	S	S	730	722	S	S	S	S	S	S	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	N	N	N	709	N	N	N	N	N	N	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	23	753	720	719	N	9%	39%	48%	4%	52%	12%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	760	716	722	N	7%	22%	72%	N	72%	27%
White	S	S	725	728	S	S	S	S	S	S	31%
African American	S	S	701	700	S	S	S	S	S	S	8%
Hispanic	S	S	711	707	S	S	S	S	S	S	12%
Asian	15	769	745	754	N	N	7%	93%	N	93%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	683	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	29	759	712	705	N	10%	21%	69%	N	69%	11%

Did Not Yet Meet Expectations
Partially Met Expectations
Approached Expectations
Met Expectations
Exceeded Expectations

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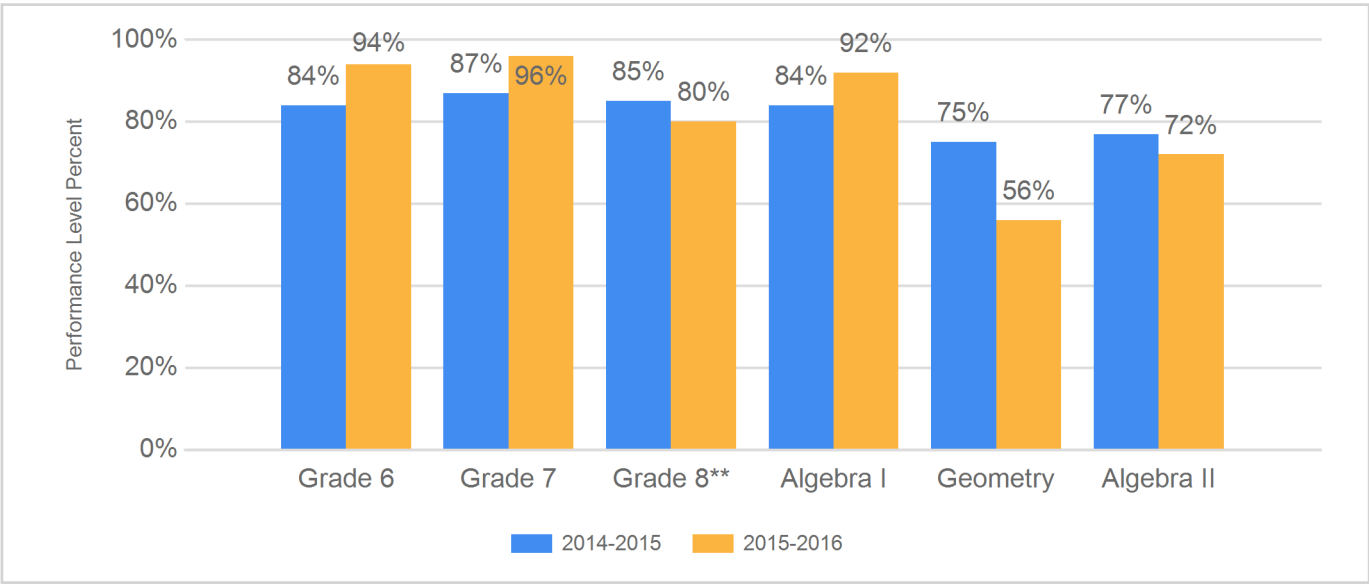
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

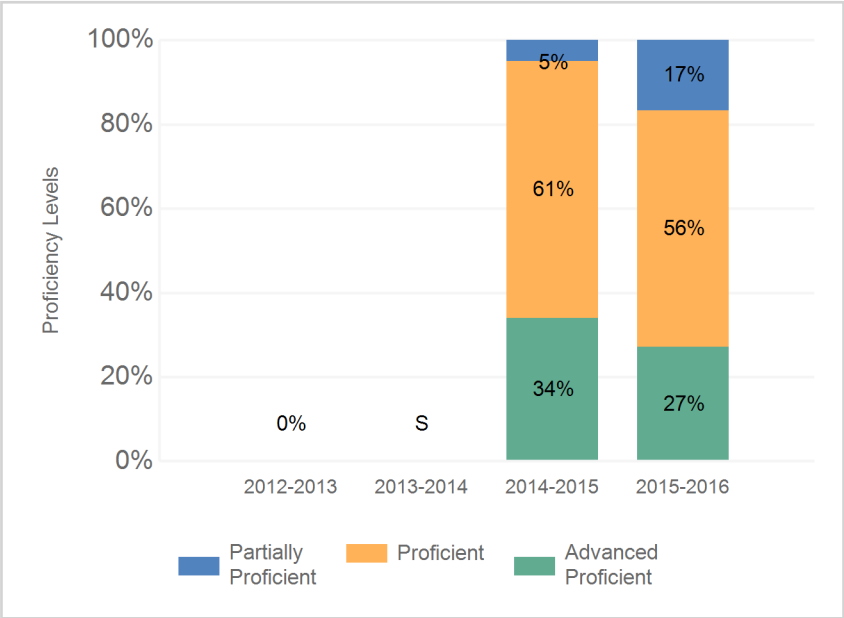
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	27%	56%	17%
White	39%	54%	8%
African American	18%	46%	36%
Hispanic	33%	60%	7%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	38%	48%	14%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

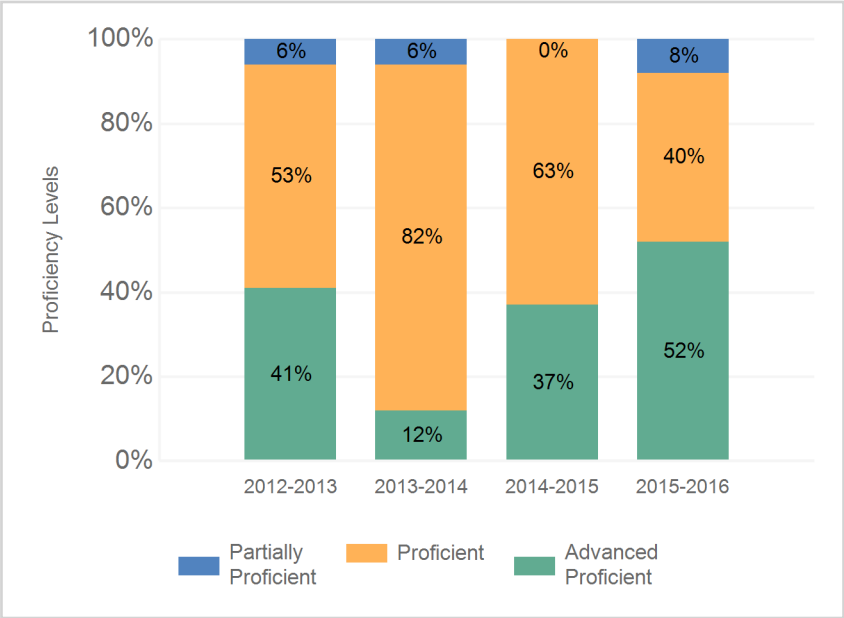
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category , as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	52%	40%	8%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	N
English Language Learners	N	N	N
Economically Disadvantaged Students	59%	29%	12%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.



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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	75	69	49
Student Growth on Math	77	77	44

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	2%	1%	0%
Met (L4)	16%	13%	22%
Exceeded (L5)	2%	6%	38%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	1%	0%	0%
Approached (L3)	3%	4%	1%
Met (L4)	1%	22%	47%
Exceeded (L5)	0%	3%	18%

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	88.2%	58.0%
Percent of Students Participating in ACT	7.0%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	991	950
SAT	-	-
Reading and Writing	556	537
Math	568	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	90%	71%
Math	530	71%	53%
ACT	-	-	-
Reading	22	N	58%
English	18	50%	74%
Math	22	25%	61%
Science	23	25%	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	1070	1000	910
SAT	-	-	-
Reading and Writing	600	560	500
Math	610	570	520
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

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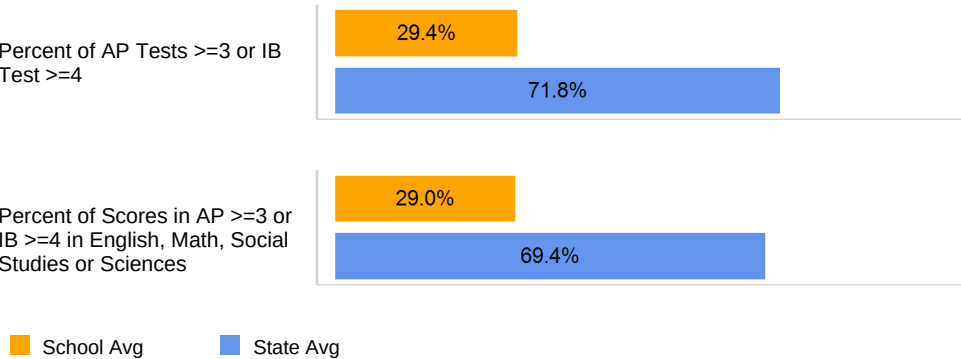
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP >= 3 or IB >= 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	0	25
AP Calculus AB	17	17
AP Computer Science A	0	12
AP English Language and Composition	11	0
AP English Literature and Composition	0	11
AP Physics 1	0	10
AP Physics B	10	0
AP U.S. History	9	9
Student AP Tests >=3 and IB Tests >=4		20

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	34.5%	39.1%
One of More Test	61.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	56.4%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

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State of New Jersey
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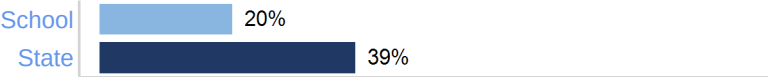
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



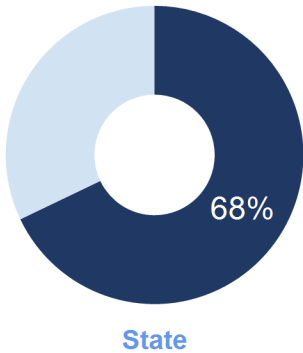
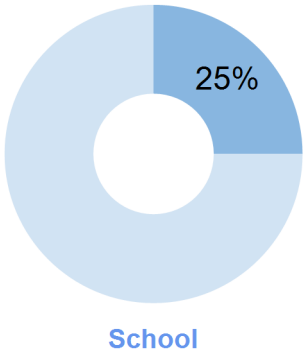
DANCE



VISUAL ARTS

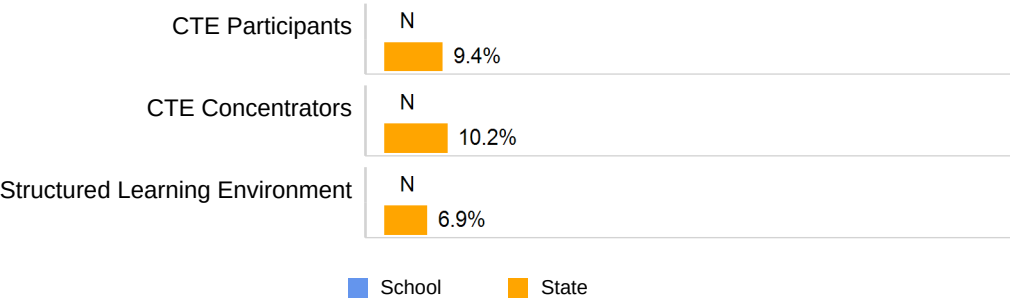


Any Visual and Performing Arts



Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





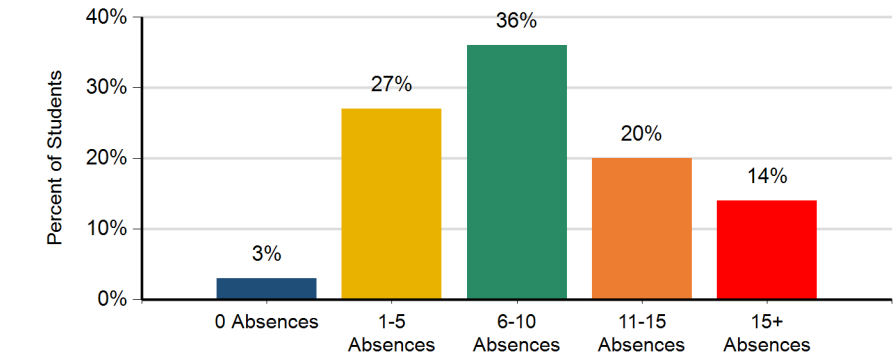
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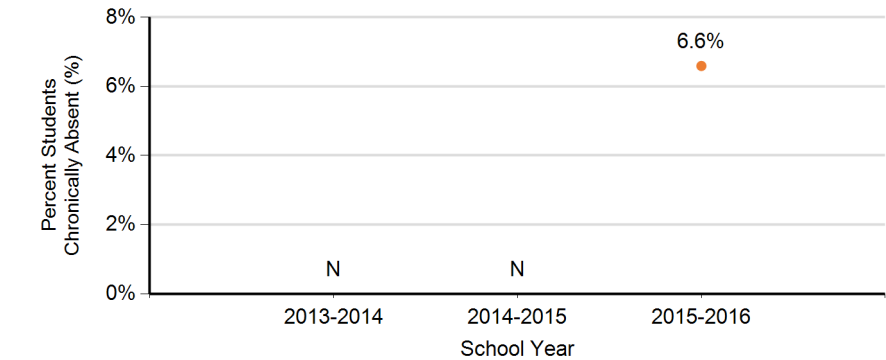
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.



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Graduation Rate by Subgroup

This table presents the “4-year Adjusted Graduation Rate” and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	100%	100	81%
White	S	S	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	N	N	
Economically Disadvantaged Students	100%	100	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%

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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	0%	0%
2014	S	S
2015	100%	100%
2016	100%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	71.8%	7.1%	92.9%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	0.0%	0.0%	0.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	S	S	S

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	273:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%

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State of New Jersey
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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-350

HUDSON

JERSEY CITY

James F. Murray School

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JERSEY CITY, NJ 07305-1408

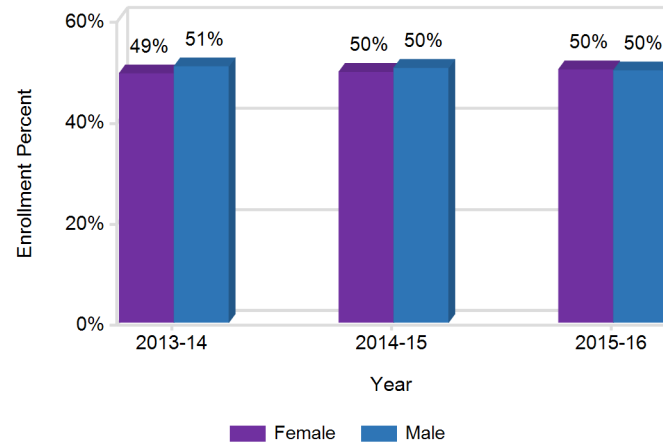
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	58	56	58
Grade KG	64	64	68
Grade 01	96	87	71
Grade 02	109	97	82
Grade 03	94	104	90
Grade 04	86	106	110
Grade 05	107	90	114
Grade 06	109	98	78
Grade 07	83	98	82
Grade 08	84	84	92
UG	7	9	8
Total	897	893	853

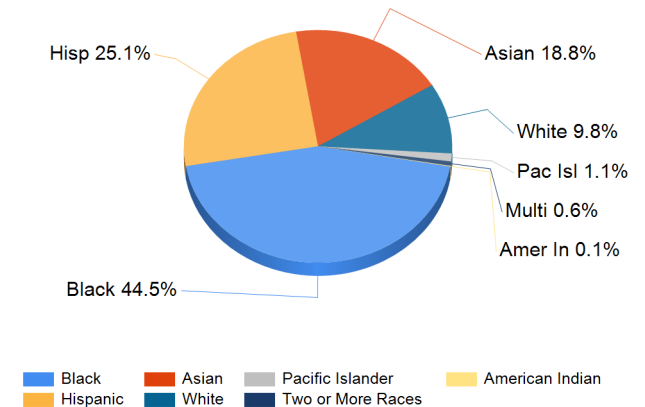
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



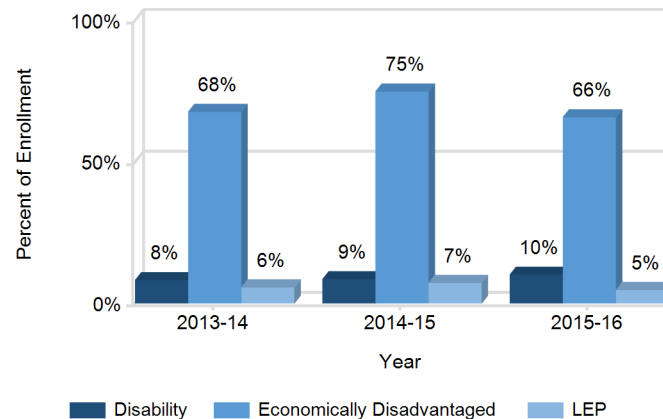
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	62.8%
Spanish	12.0%
Tagalog	9.5%
Arabic	4.7%
Creoles and pidgins, English based	2.3%
Other	8.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	49%	66	39
Mathematics Met or Exceeded Expectations	31%	62	22

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	554	49%	39	95%	✓	552	31%	22	95%	✓
White	61	62%	52	97%	✓	61	48%	39	97%	✓
African American	252	40%	52	94%	✓	253	23%	41	94%	✓
Hispanic	138	40%	43	95%	✓	138	22%	23	95%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	102	75%	42	99%	✓	99	53%	19	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	64	14%	44	93%	✓	64	8%	30	93%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	293	44%	69	94%	✓	291	28%	46	93%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	89	730	735	746	26%	23%	23%	27%	2%	29%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	46	721	718	727	28%	26%	24%	20%	2%	22%	30%
Hispanic	23	718	734	730	30%	35%	22%	13%	N	13%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	S	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	56	725	729	727	23%	27%	27%	23%	N	23%	28%
PARCC MATH											
Schoolwide	92	731	735	749	23%	22%	24%	24%	8%	32%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	47	723	719	730	34%	23%	15%	19%	9%	28%	31%
Hispanic	23	727	733	736	13%	35%	30%	22%	N	22%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	57	726	730	732	23%	26%	23%	25%	4%	28%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	106	748	740	750	7%	11%	28%	49%	5%	54%	54%
White	15	748	744	759	13%	7%	20%	60%	N	60%	64%
African American	54	748	729	733	2%	15%	32%	50%	2%	52%	33%
Hispanic	25	739	739	737	16%	12%	32%	28%	12%	40%	37%
Asian	12	765	761	773	N	N	17%	75%	8%	83%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	51	746	736	734	10%	10%	24%	53%	4%	57%	33%
PARCC MATH											
Schoolwide	106	740	732	745	11%	23%	27%	34%	5%	39%	47%
White	15	745	739	752	7%	27%	13%	47%	7%	53%	57%
African American	54	738	718	727	13%	22%	30%	33%	2%	35%	24%
Hispanic	25	729	730	733	16%	28%	36%	20%	N	20%	30%
Asian	12	769	756	771	N	8%	17%	50%	25%	75%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	51	739	728	730	14%	24%	26%	33%	4%	37%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	113	744	743	751	9%	20%	30%	35%	7%	42%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	46	731	732	733	11%	33%	30%	26%	N	26%	32%
Hispanic	30	739	741	738	17%	7%	37%	37%	3%	40%	37%
Asian	23	764	764	773	N	17%	22%	44%	17%	61%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	15	710	708	723	47%	27%	7%	20%	N	20%	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	62	738	739	735	10%	29%	26%	29%	7%	36%	33%
PARCC MATH											
Schoolwide	113	734	734	747	12%	34%	23%	23%	9%	32%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	46	720	722	728	20%	44%	22%	15%	N	15%	24%
Hispanic	30	732	732	735	10%	33%	27%	27%	3%	30%	31%
Asian	23	752	760	774	4%	22%	22%	30%	22%	52%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	15	719	711	725	33%	27%	27%	7%	7%	13%	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	62	731	732	732	15%	36%	18%	26%	7%	32%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	81	749	742	750	6%	17%	22%	46%	9%	54%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	37	746	729	732	5%	24%	22%	43%	5%	49%	31%
Hispanic	21	739	741	738	10%	24%	24%	38%	5%	43%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	748	738	735	8%	18%	20%	45%	8%	53%	33%
PARCC MATH											
Schoolwide	81	735	731	743	6%	30%	35%	25%	5%	30%	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	37	736	718	724	5%	35%	27%	27%	5%	32%	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	13	745	753	768	8%	23%	23%	39%	8%	46%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	49	735	728	728	4%	33%	33%	22%	8%	31%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	753	743	753	6%	11%	20%	50%	13%	63%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	40	744	727	733	8%	13%	33%	43%	5%	48%	35%
Hispanic	19	753	740	739	11%	11%	5%	53%	21%	74%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	37	751	739	735	8%	8%	16%	60%	8%	68%	37%
PARCC MATH											
Schoolwide	81	729	730	740	7%	35%	40%	17%	1%	19%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	19	729	727	729	5%	37%	42%	16%	N	16%	23%
Asian	13	747	753	763	N	23%	31%	46%	N	46%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	727	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	746	736	753	10%	16%	25%	46%	3%	50%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	39	738	724	732	15%	23%	21%	39%	3%	41%	34%
Hispanic	S	S	734	740	S	S	S	S	S	S	43%
Asian	24	764	757	780	4%	N	17%	71%	8%	79%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	13	719	702	715	39%	15%	23%	23%	N	23%	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	46	740	734	736	15%	20%	26%	35%	4%	39%	38%
**PARCC MATH											
Schoolwide	70	719	714	726	24%	27%	29%	20%	N	20%	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	33	711	704	712	33%	24%	30%	12%	N	12%	14%
Hispanic	17	725	717	721	12%	35%	29%	24%	N	24%	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	32	706	714	718	38%	31%	19%	13%	N	13%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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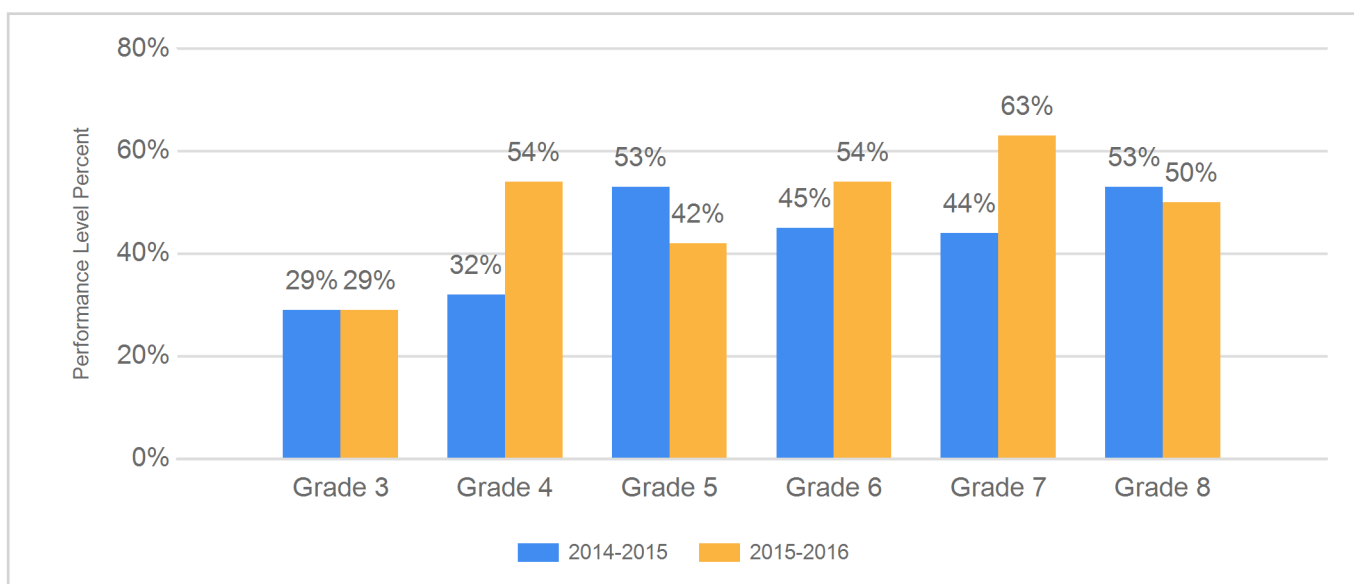
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	758	762	769	N	4%	32%	60%	4%	64%	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	S	S	754	746	S	S	S	S	S	S	25%
Asian	12	758	775	789	N	8%	25%	58%	8%	67%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	13	755	759	746	N	8%	39%	46%	8%	54%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



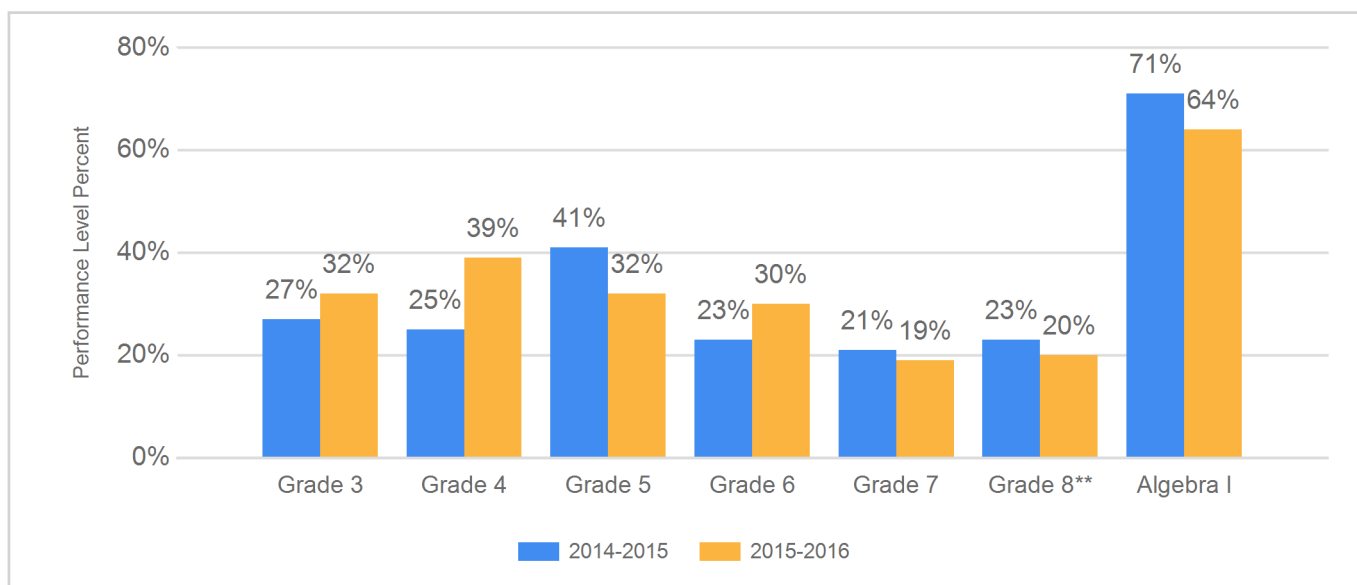
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

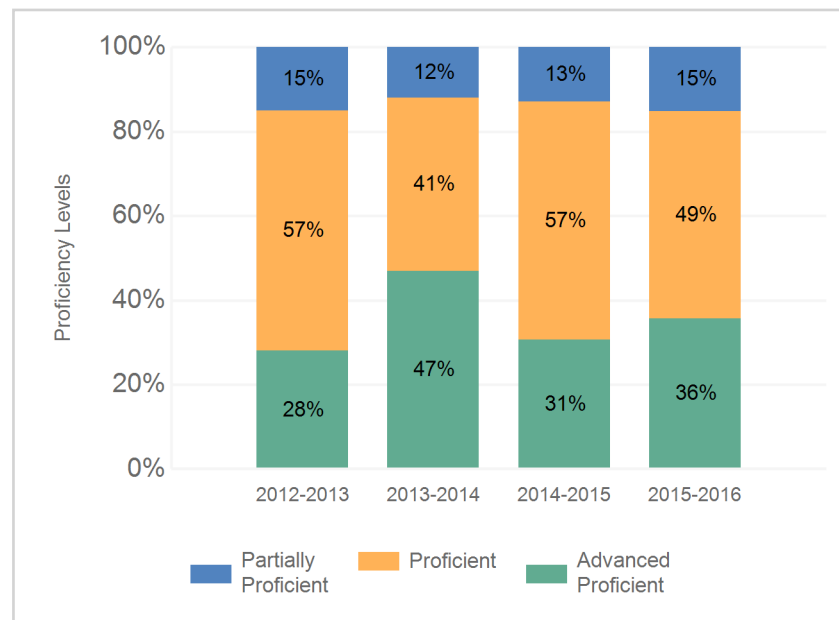
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	36%	49%	15%
White	40%	40%	20%
African American	30%	54%	16%
Hispanic	33%	48%	19%
American Indian	N	N	N
Asian	73%	27%	N
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	36%	43%	21%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

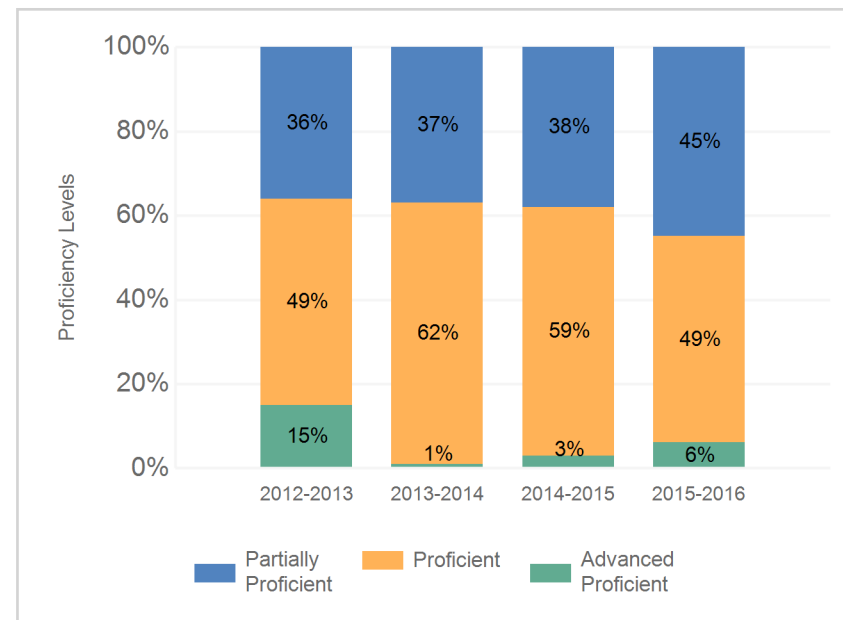
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	6%	49%	45%
White	S	S	S
African American	2%	47%	51%
Hispanic	10%	50%	40%
American Indian	N	N	N
Asian	13%	61%	26%
Two or More Races	N	N	N
Students with Disability	N	23%	77%
English Language Learners	S	S	S
Economically Disadvantaged Students	4%	44%	51%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	64	54	50
Student Growth on Math	46	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	1%	0%
Partially Met (L2)	5%	6%	3%
Approached (L3)	6%	9%	11%
Met (L4)	5%	15%	27%
Exceeded (L5)	0%	1%	7%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	1%	0%
Partially Met (L2)	14%	9%	5%
Approached (L3)	7%	13%	10%
Met (L4)	5%	8%	13%
Exceeded (L5)	1%	1%	2%



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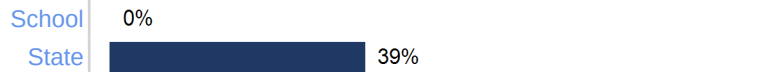
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



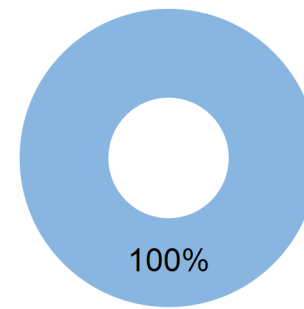
DANCE



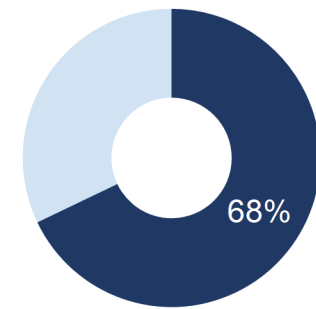
VISUAL ARTS



Any Visual and Performing Arts



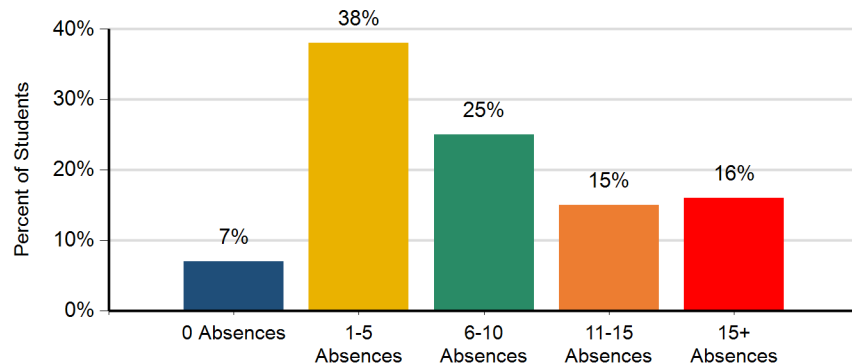
School



State

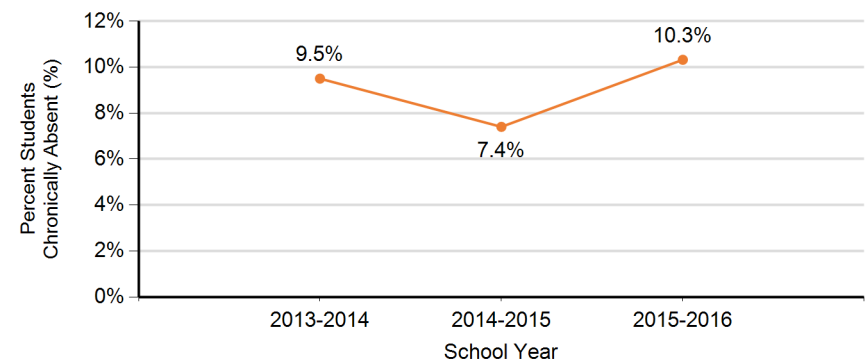
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	853:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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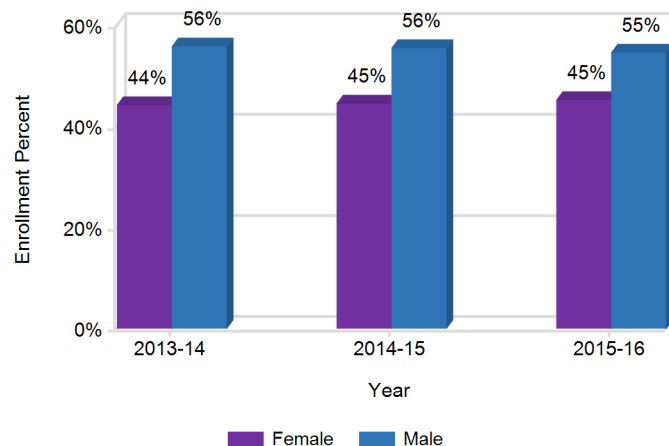
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	343	323	311
Grade 10	309	289	313
Grade 11	294	250	223
Grade 12	261	313	294
UG	58	57	66
Total	1265	1232	1209

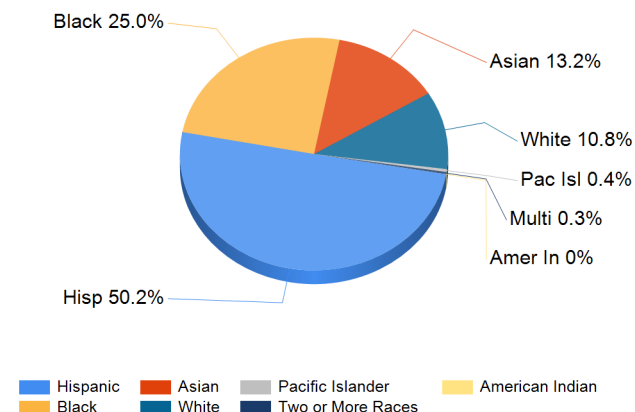
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



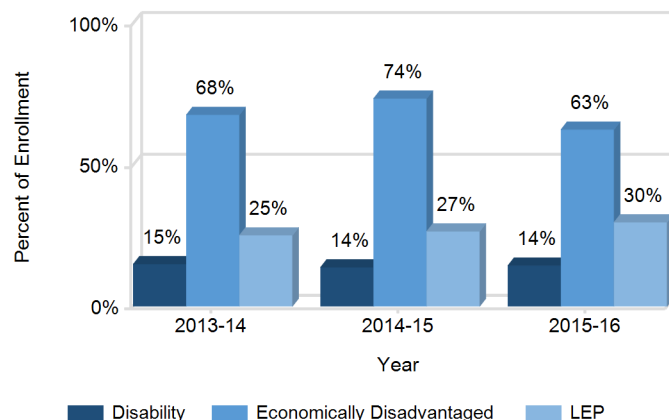
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	43.4%
English	31.3%
Arabic	8.9%
Urdu	3.8%
Tagalog	2.8%
Other	9.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	29%	43	27
Mathematics Met or Exceeded Expectations	11%	43	17

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	519	29%	27	96%	✓	406	11%	17	96%	✓
White	66	21%	7	99%	✓	44	25%	23	98%	✓
African American	128	32%	54	94%	✗	94	10%	37	95%	✓
Hispanic	266	26%	34	96%	✓	215	7%	15	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	58	47%	27	100%	✓	52	17%	12	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	69	7%	39	91%	✗	39	3%	30	87%	✗
English Learner Students	150	6%	74	99%	✓	114	5%	54	99%	✓
Economically Disadvantaged Students	302	26%	40	97%	✓	232	13%	32	97%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	290	724	737	746	30%	16%	27%	23%	3%	27%	49%
White	44	725	748	754	25%	23%	30%	21%	2%	23%	58%
African American	67	739	725	729	16%	13%	31%	34%	5%	39%	30%
Hispanic	151	716	729	730	40%	14%	24%	19%	3%	22%	34%
Asian	S	S	767	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	741	748	S	S	S	S	S	S	53%
Students with Disability	S	S	704	713	S	S	S	S	S	S	12%
English Language Learners	S	S	697	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	164	723	733	729	32%	17%	26%	21%	4%	25%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	299	720	736	740	33%	19%	23%	23%	2%	25%	44%
White	S	S	740	747	S	S	S	S	S	S	50%
African American	68	723	726	722	25%	25%	28%	18%	4%	22%	28%
Hispanic	154	717	729	726	39%	17%	21%	21%	3%	23%	33%
Asian	40	736	760	767	15%	15%	23%	48%	N	48%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	S	S	746	741	S	S	S	S	S	S	45%
Students with Disability	S	S	697	702	S	S	S	S	S	S	11%
English Language Learners	S	S	696	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	172	715	733	723	36%	21%	20%	22%	1%	23%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	235	734	751	736	20%	19%	21%	35%	5%	40%	40%
White	S	S	755	739	S	S	S	S	S	S	42%
African American	50	729	745	728	24%	18%	26%	32%	N	32%	30%
Hispanic	124	732	745	732	21%	20%	20%	34%	5%	39%	37%
Asian	38	753	770	753	13%	8%	13%	50%	16%	66%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	715	736	S	S	S	S	S	S	39%
Students with Disability	35	703	706	710	54%	17%	17%	9%	3%	11%	13%
English Language Learners	50	708	721	702	36%	34%	18%	12%	N	12%	8%
Economically Disadvantaged Students	120	731	747	730	20%	25%	20%	28%	7%	35%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



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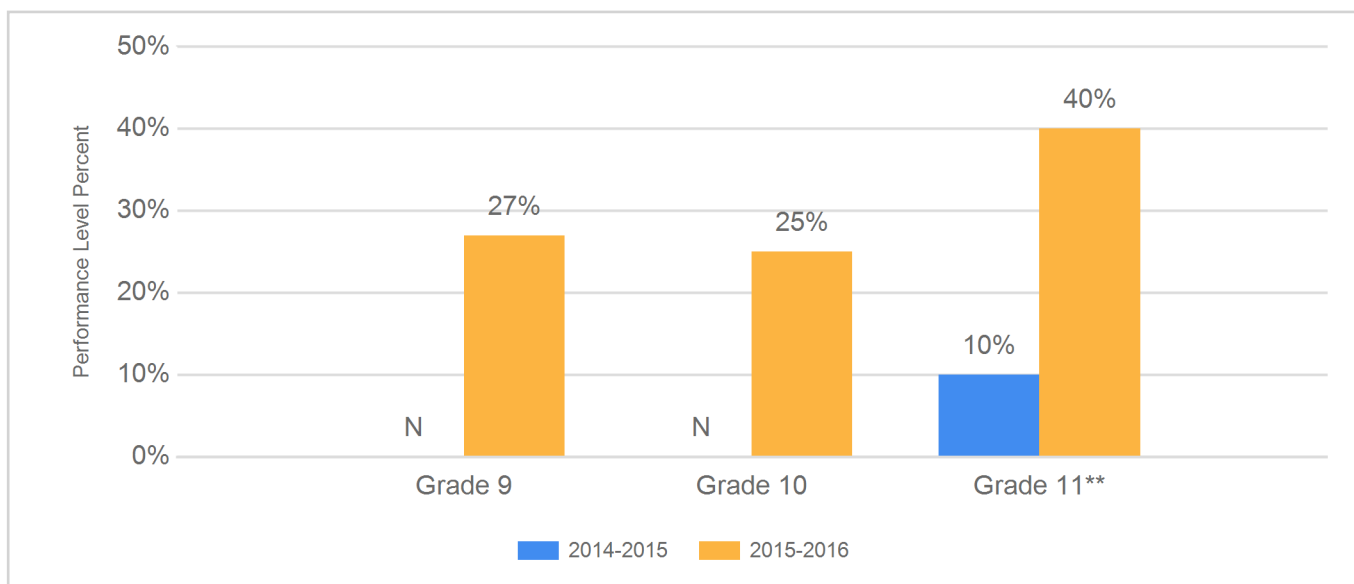
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	92	732	738	727	16%	24%	29%	30%	N	30%	41%
White	S	S	755	734	S	S	S	S	S	S	51%
African American	17	733	723	717	18%	18%	29%	35%	N	35%	20%
Hispanic	52	723	733	720	23%	33%	25%	19%	N	19%	25%
Asian	S	S	759	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	703	708	S	S	S	S	S	S	10%
English Language Learners	25	713	713	707	32%	40%	16%	12%	N	12%	9%
Economically Disadvantaged Students	47	732	737	719	19%	21%	23%	36%	N	36%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	722	730	S	S	S	S	S	S	27%
White	37	720	730	736	19%	46%	24%	11%	N	11%	34%
African American	S	S	714	717	S	S	S	S	S	S	9%
Hispanic	S	S	717	720	S	S	S	S	S	S	13%
Asian	S	S	743	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	723	730	S	S	S	S	S	S	29%
Students with Disability	S	S	703	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	720	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	716	722	S	S	S	S	S	S	27%
White	S	S	725	728	S	S	S	S	S	S	31%
African American	S	S	701	700	S	S	S	S	S	S	8%
Hispanic	S	S	711	707	S	S	S	S	S	S	12%
Asian	32	712	745	754	34%	38%	13%	16%	N	16%	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	683	690	S	S	S	S	S	S	5%
English Language Learners	S	S	696	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	712	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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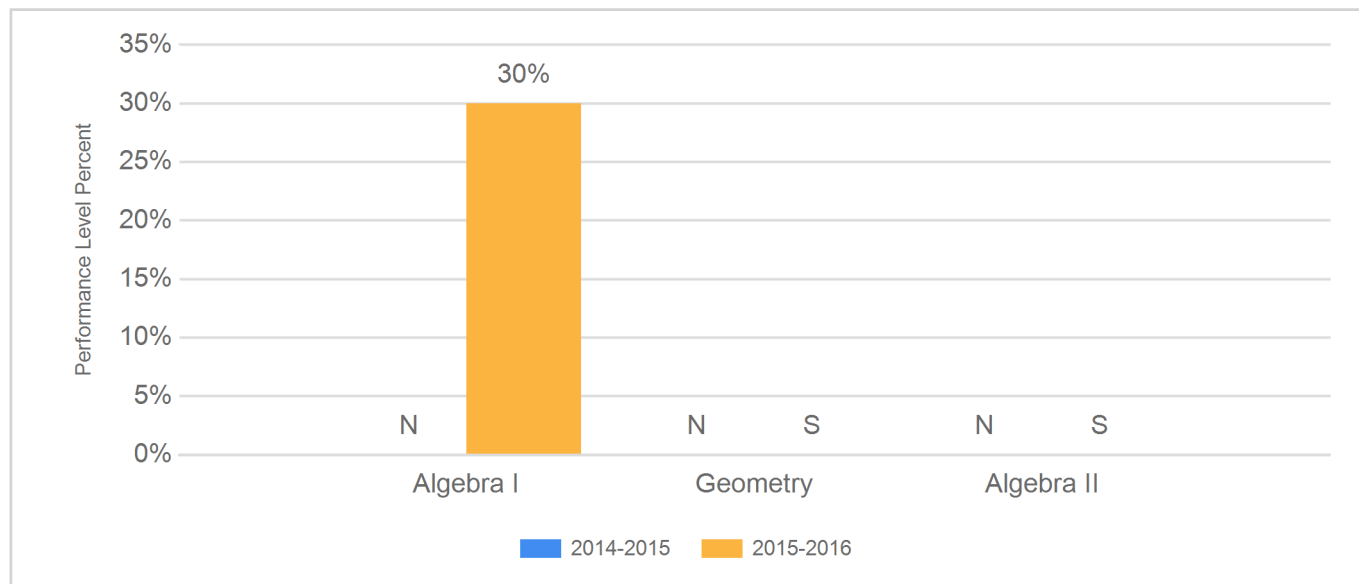
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

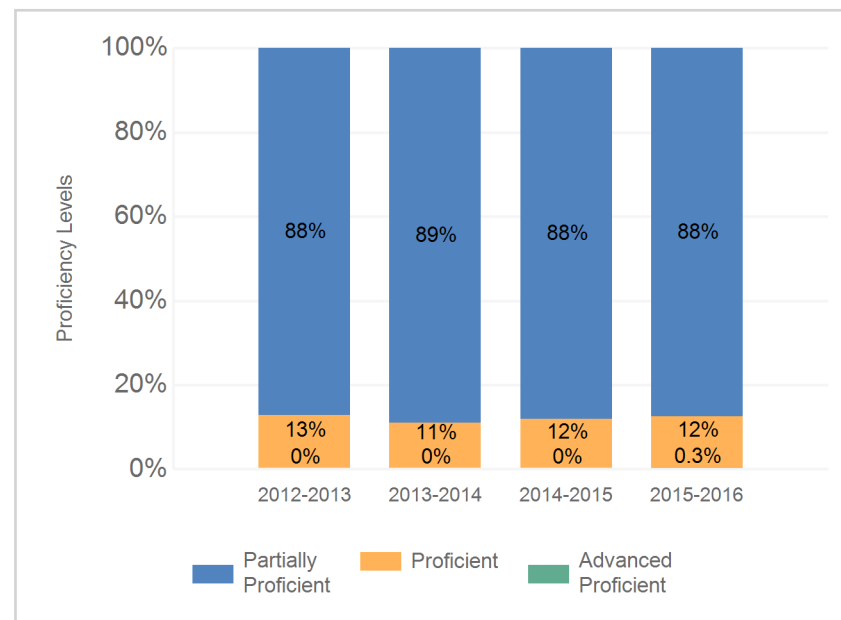
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	0.3%	12%	88%
White	N	11%	89%
African American	N	13%	87%
Hispanic	N	12%	88%
American Indian	N	N	N
Asian	3%	12%	85%
Two or More Races	S	S	S
Students with Disability	N	2%	98%
English Language Learners	N	2%	98%
Economically Disadvantaged Students	N	10%	90%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	82.6%	58.0%
Percent of Students Participating in ACT	2.4%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	15%	71%
Math	530	9%	53%
ACT	-	-	-
Reading	22	14%	58%
English	18	14%	74%
Math	22	N	61%
Science	23	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	766	950
SAT	-	-
Reading and Writing	394	537
Math	403	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	830	760	700
SAT	-	-	-
Reading and Writing	440	390	340
Math	470	410	340
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



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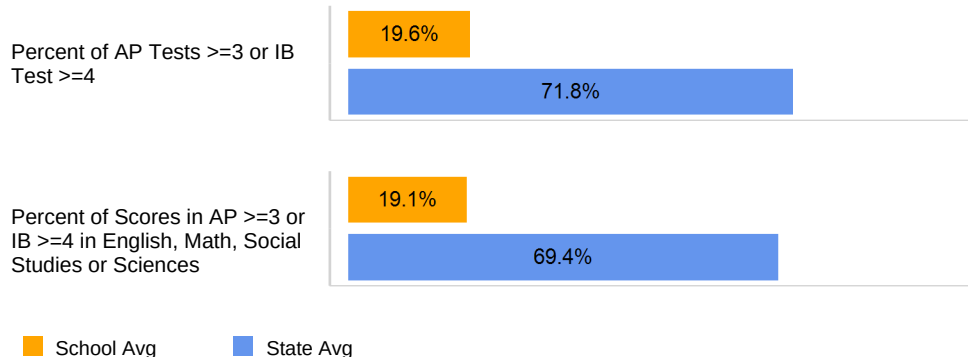
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	13.2%	39.1%
One of More Test	17.8%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	13.2%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	25	21
AP Calculus AB	19	19
AP Chemistry	4	4
AP English Literature and Composition	7	6
AP Microeconomics	0	13
AP Music Theory	4	3
AP Physics 1	0	4
AP Physics B	4	0
AP Spanish Language	4	4
AP Spanish Literature	8	8
AP U.S. Government and Politics	0	5
AP U.S. History	0	7
AP World History	0	13
Student AP Tests ≥ 3 and IB Tests ≥ 4		18



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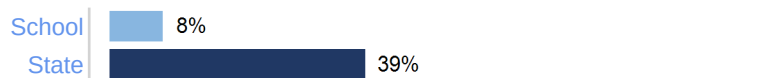
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



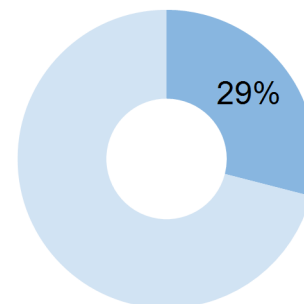
DANCE



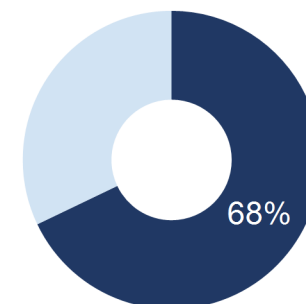
VISUAL ARTS



Any Visual and Performing Arts



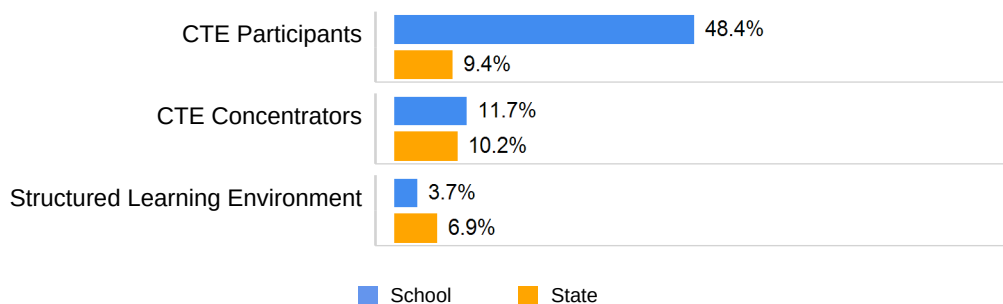
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School

State



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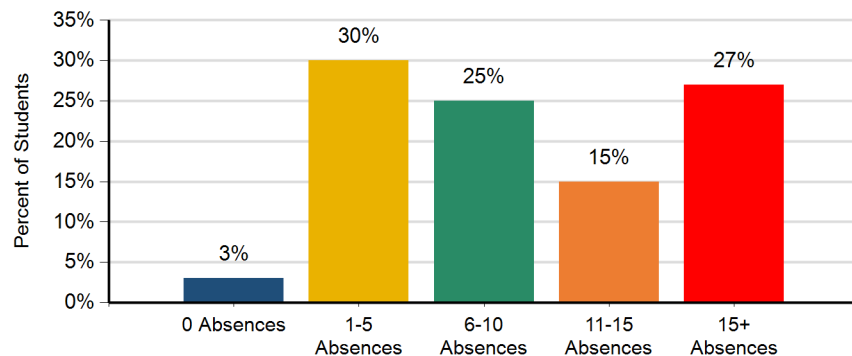
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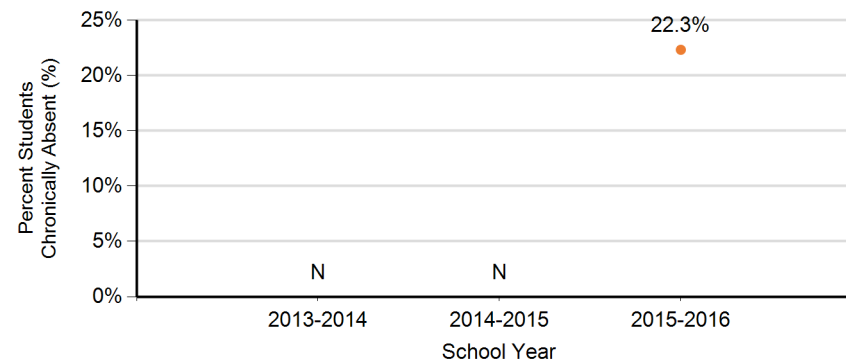
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	75%	8	81%
White	S	S	
African American	72%	14	
Hispanic	72.1%	11	
American Indian	S	S	
Asian	78.8%	5	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	50%	4	
English Language Learners	79.2%	37	
Economically Disadvantaged Students	73.5%	11	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.9%	1.2%
White	0.8%	0.6%
African American	3.6%	2.6%
Hispanic	1.9%	2.2%
American Indian	N	3.4%
Asian	0.6%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.8%	1.7%
English Language Learners	0.5%	0.1%
Economically Disadvantaged Students	1.8%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	73%	80%
2014	67%	73%
2015	71%	77%
2016	75%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	69.2%	56.6%	43.4%
White	S	S	S
African American	71.6%	54.0%	46.0%
Hispanic	61.1%	70.1%	29.9%
American Indian	0.0%	0.0%	0.0%
Asian	83.3%	50.0%	50.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	59.4%	84.2%	15.8%
English Language Learners	63.5%	60.6%	39.4%
Economically Disadvantaged Students	67.3%	47.7%	52.3%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	242:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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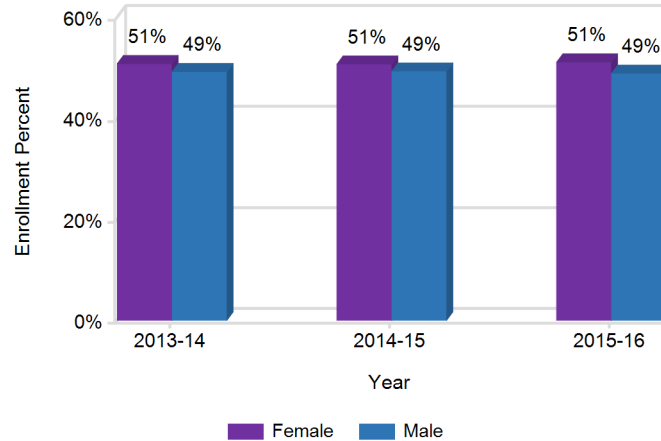
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	118	116	114
Grade KG	165	154	137
Grade 01	171	162	155
Grade 02	129	149	152
Grade 03	138	128	151
Grade 04	121	127	136
Grade 05	125	116	126
Grade 06	77	103	90
Grade 07	100	77	99
Grade 08	92	96	82
UG	16	21	27
Total	1252	1249	1269

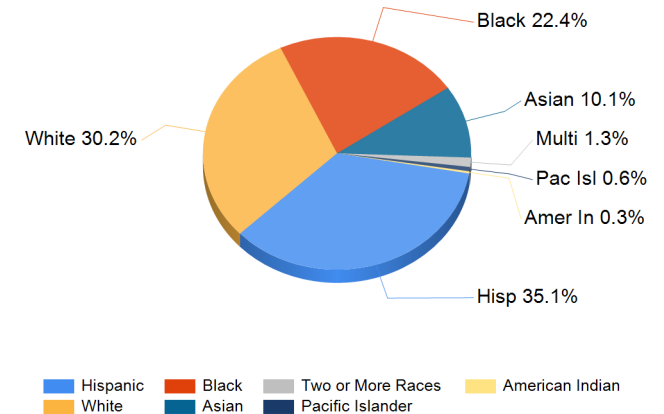
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



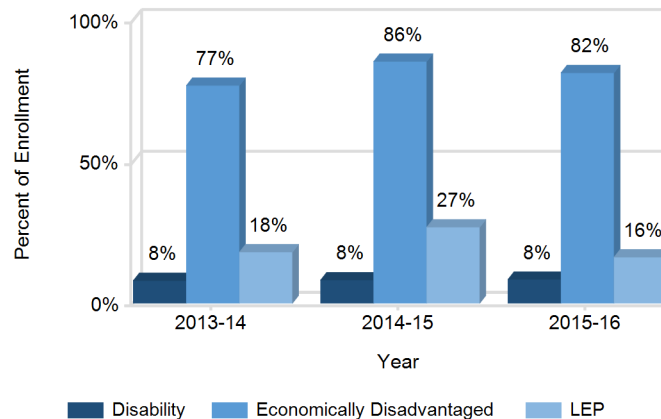
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	38.8%
Arabic	26.9%
Spanish	18.5%
English, Old (ca.450-1100)	5.5%
Urdu	2.6%
Other	8.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	43%	59	29
Mathematics Met or Exceeded Expectations	30%	52	19

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	679	43%	29	96%	✓	679	30%	19	96%	✓
White	181	42%	15	100%	✓	181	39%	19	99%	✓
African American	157	41%	56	92%	✗	157	23%	40	93%	✗
Hispanic	270	39%	41	97%	✓	270	22%	22	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	66	65%	30	97%	✓	66	53%	19	97%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	87	14%	44	95%	✓	87	8%	31	95%	✓
English Learner Students	89	7%	59	99%	✓	89	11%	47	97%	✓
Economically Disadvantaged Students	518	41%	63	98%	✓	518	30%	49	98%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	153	726	735	746	24%	25%	28%	19%	4%	23%	48%
White	38	721	741	756	32%	21%	24%	21%	3%	24%	58%
African American	41	725	718	727	27%	27%	29%	10%	7%	17%	30%
Hispanic	56	724	734	730	23%	23%	38%	14%	2%	16%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	116	726	729	727	23%	26%	30%	17%	3%	21%	28%
PARCC MATH											
Schoolwide	161	725	735	749	18%	35%	24%	17%	6%	23%	52%
White	42	732	742	757	14%	31%	31%	14%	10%	24%	63%
African American	42	714	719	730	29%	45%	14%	5%	7%	12%	31%
Hispanic	59	723	733	736	15%	39%	25%	19%	2%	20%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	123	725	730	732	20%	33%	24%	18%	6%	24%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	132	735	740	750	21%	17%	23%	36%	5%	40%	54%
White	45	739	744	759	16%	16%	24%	36%	9%	44%	64%
African American	29	742	729	733	7%	21%	24%	48%	N	48%	33%
Hispanic	41	723	739	737	32%	20%	22%	24%	2%	27%	37%
Asian	14	744	761	773	21%	7%	14%	50%	7%	57%	79%
American Indian	S	S	749	748	S	S	S	S	S	S	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	17	708	699	723	47%	35%	6%	12%	N	12%	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	103	733	736	734	20%	19%	21%	35%	4%	39%	33%
PARCC MATH											
Schoolwide	137	738	732	745	10%	25%	25%	37%	3%	40%	47%
White	46	747	739	752	7%	17%	26%	46%	4%	50%	57%
African American	30	740	718	727	10%	23%	27%	37%	3%	40%	24%
Hispanic	43	727	730	733	12%	37%	26%	26%	N	26%	30%
Asian	15	747	756	771	13%	7%	20%	53%	7%	60%	78%
American Indian	S	S	735	742	S	S	S	S	S	S	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	17	723	705	724	6%	47%	24%	24%	N	24%	22%
English Language Learners	15	717	723	720	27%	33%	20%	20%	N	20%	16%
Economically Disadvantaged Students	108	738	728	730	11%	22%	28%	35%	4%	39%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	744	743	751	14%	15%	28%	36%	7%	43%	53%
White	38	745	747	758	18%	8%	18%	50%	5%	55%	64%
African American	30	749	732	733	13%	13%	23%	40%	10%	50%	32%
Hispanic	50	735	741	738	14%	22%	40%	18%	6%	24%	37%
Asian	12	763	764	773	N	17%	17%	58%	8%	67%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	100	743	739	735	15%	13%	28%	40%	4%	44%	33%
PARCC MATH											
Schoolwide	133	739	734	747	9%	26%	25%	33%	8%	41%	47%
White	40	745	740	753	13%	20%	15%	38%	15%	53%	57%
African American	31	732	722	728	16%	19%	32%	29%	3%	32%	24%
Hispanic	50	736	732	735	4%	34%	30%	28%	4%	32%	31%
Asian	12	752	760	774	N	25%	17%	50%	8%	58%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	15	722	711	725	13%	33%	40%	13%	N	13%	19%
English Language Learners	18	710	719	721	22%	61%	6%	11%	N	11%	16%
Economically Disadvantaged Students	103	739	732	732	12%	23%	24%	33%	8%	41%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	745	742	750	6%	14%	32%	44%	5%	48%	52%
White	15	748	745	756	7%	13%	20%	60%	N	60%	61%
African American	21	744	729	732	5%	14%	33%	43%	5%	48%	31%
Hispanic	40	746	741	738	3%	15%	38%	38%	8%	45%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	S	S	742	750	S	S	S	S	S	S	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	60	743	738	735	5%	18%	32%	42%	3%	45%	33%
PARCC MATH											
Schoolwide	89	730	731	743	11%	29%	37%	23%	N	23%	43%
White	15	743	736	750	7%	7%	33%	53%	N	53%	53%
African American	21	728	718	724	14%	24%	38%	24%	N	24%	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	11	722	753	768	27%	27%	27%	18%	N	18%	76%
American Indian	S	S	763	745	S	S	S	S	S	S	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	61	731	728	728	10%	30%	36%	25%	N	25%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
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Grade Span 3F-08

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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	751	743	753	10%	13%	13%	46%	18%	64%	56%
White	31	735	750	760	16%	26%	16%	32%	10%	42%	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	51	758	740	739	8%	8%	14%	43%	28%	71%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	21	729	704	716	19%	19%	24%	33%	5%	38%	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	80	751	739	735	11%	14%	10%	48%	18%	65%	37%
PARCC MATH											
Schoolwide	114	728	730	740	16%	22%	40%	23%	N	23%	39%
White	33	723	737	747	18%	30%	30%	21%	N	21%	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	55	730	727	729	16%	16%	44%	24%	N	24%	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	85	729	727	727	15%	24%	39%	22%	N	22%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	87	741	736	753	12%	24%	18%	37%	9%	46%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	23	741	724	732	17%	26%	13%	30%	13%	44%	34%
Hispanic	38	744	734	740	11%	21%	11%	47%	11%	58%	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	62	742	734	736	8%	26%	19%	37%	10%	47%	38%
**PARCC MATH											
Schoolwide	72	716	714	726	22%	40%	21%	17%	N	17%	26%
White	22	715	720	732	27%	36%	18%	18%	N	18%	32%
African American	16	711	704	712	31%	44%	13%	13%	N	13%	14%
Hispanic	30	721	717	721	13%	40%	30%	17%	N	17%	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	675	726	S	S	S	S	S	S	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	14	707	711	704	50%	21%	7%	21%	N	21%	9%
Economically Disadvantaged Students	47	719	714	718	17%	43%	26%	15%	N	15%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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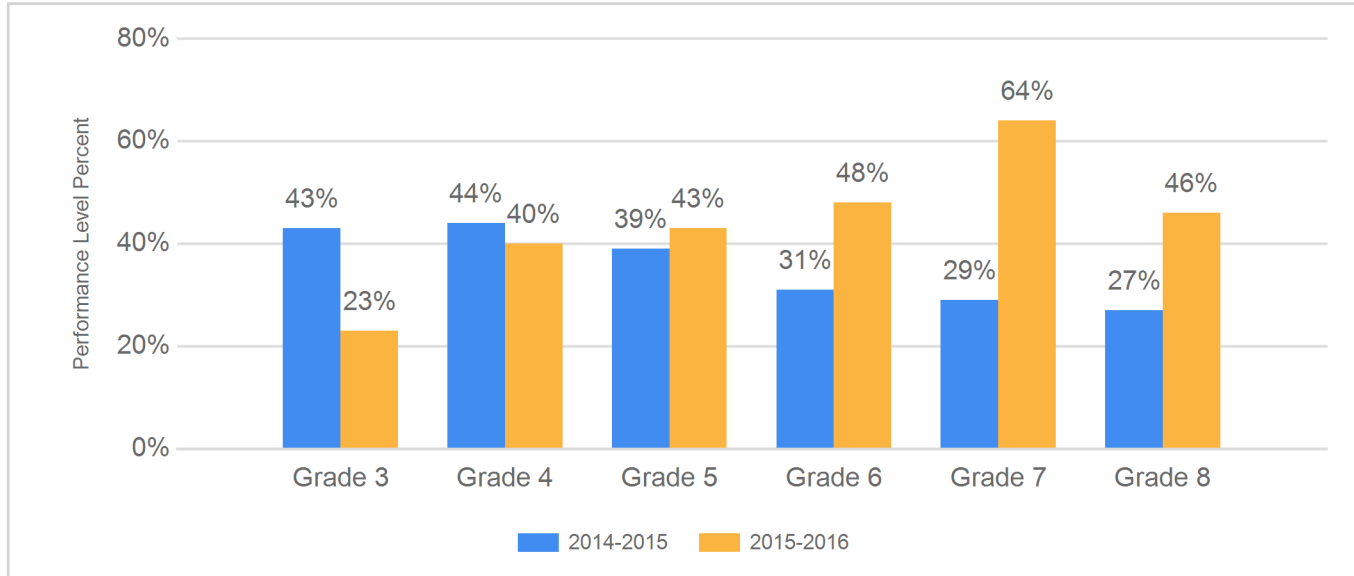
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	19	741	762	769	N	5%	68%	26%	N	26%	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	S	S	754	746	S	S	S	S	S	S	25%
Asian	S	S	775	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	15	743	759	746	N	N	73%	27%	N	27%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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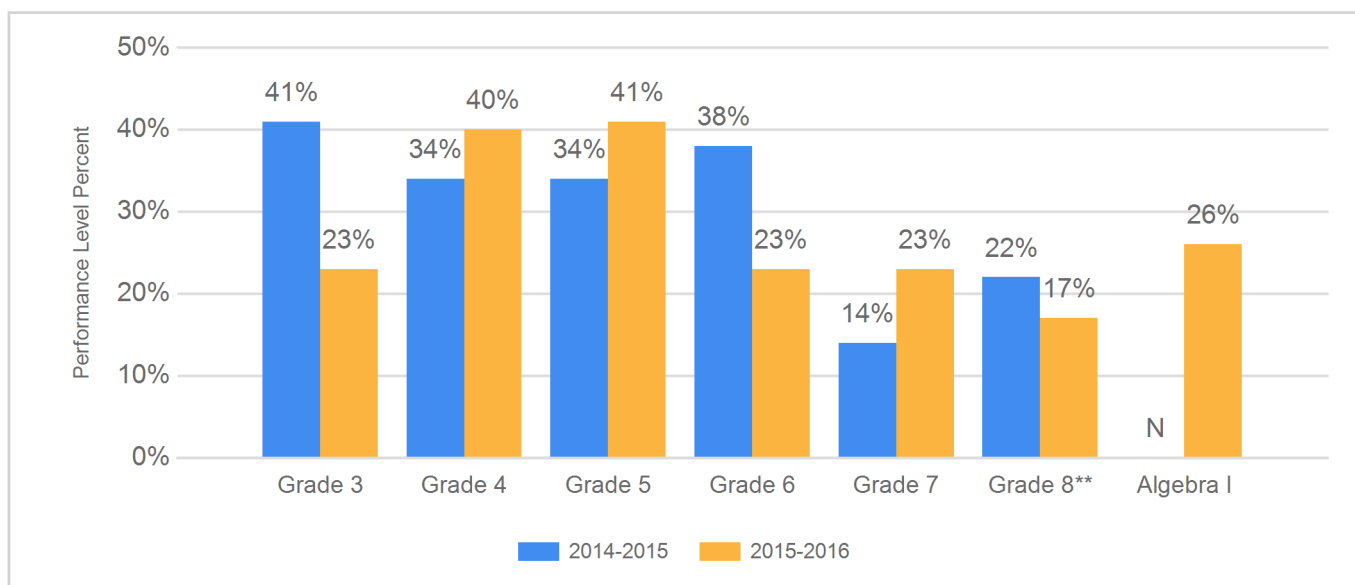
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

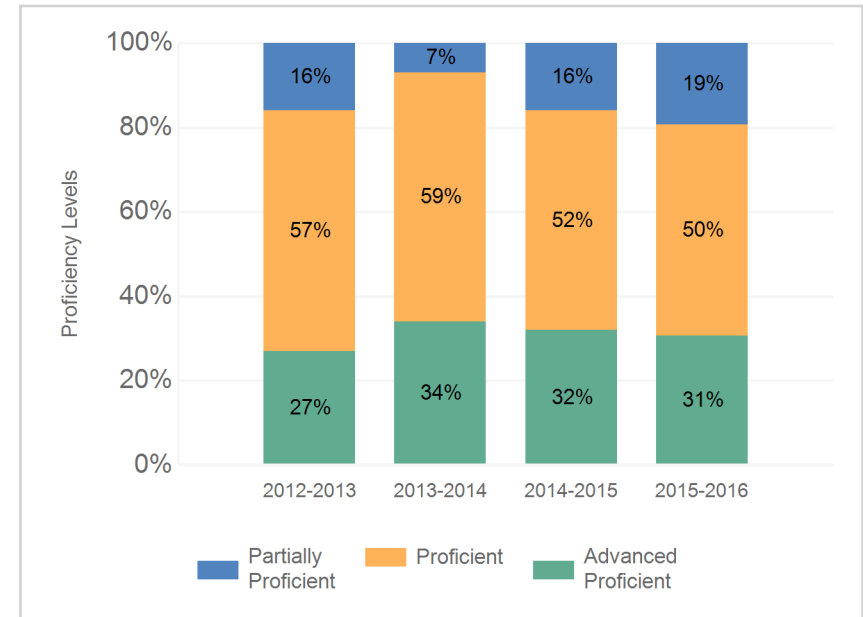
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	31%	50%	19%
White	24%	44%	32%
African American	29%	65%	6%
Hispanic	38%	48%	14%
American Indian	N	N	N
Asian	39%	39%	23%
Two or More Races	S	S	S
Students with Disability	24%	59%	18%
English Language Learners	6%	41%	53%
Economically Disadvantaged Students	28%	50%	22%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

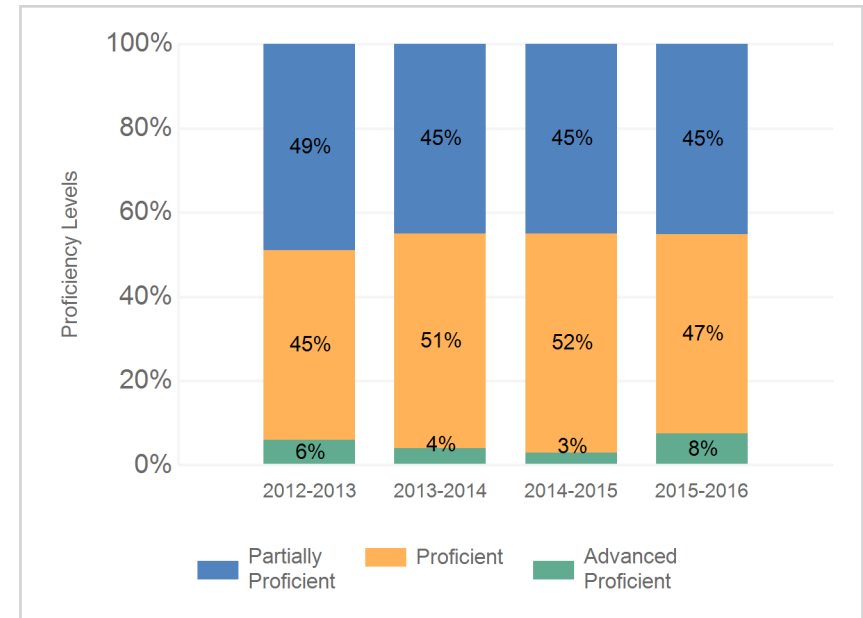
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	8%	47%	45%
White	N	32%	68%
African American	7%	59%	35%
Hispanic	8%	50%	42%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	43%	57%
English Language Learners	7%	N	93%
Economically Disadvantaged Students	8%	53%	39%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	62	54	50
Student Growth on Math	50	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	2%	1%
Partially Met (L2)	7%	5%	3%
Approached (L3)	10%	8%	7%
Met (L4)	6%	11%	27%
Exceeded (L5)	0%	1%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	0%
Partially Met (L2)	11%	9%	5%
Approached (L3)	10%	13%	10%
Met (L4)	4%	10%	17%
Exceeded (L5)	0%	1%	2%



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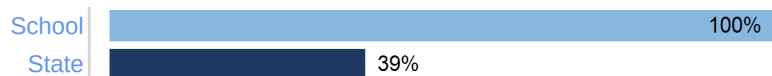
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



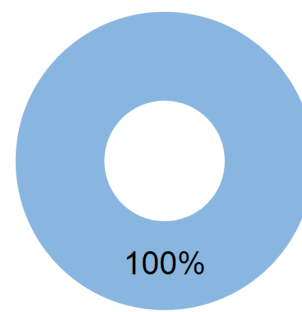
DANCE



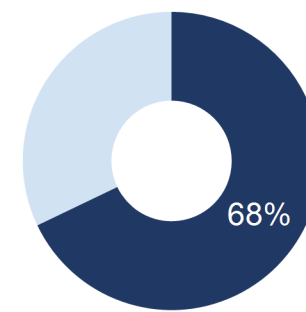
VISUAL ARTS



Any Visual and Performing Arts



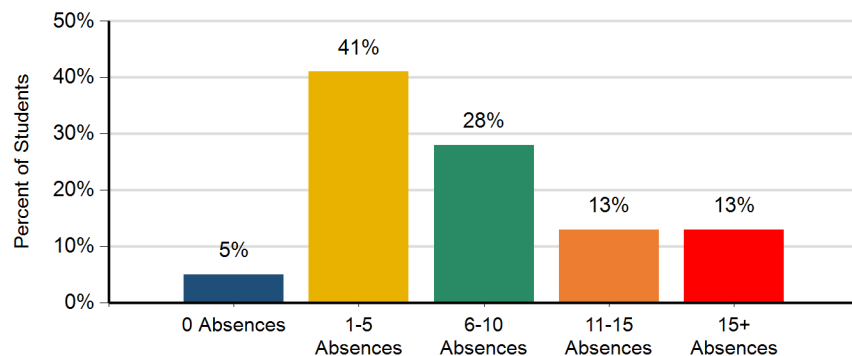
School



State

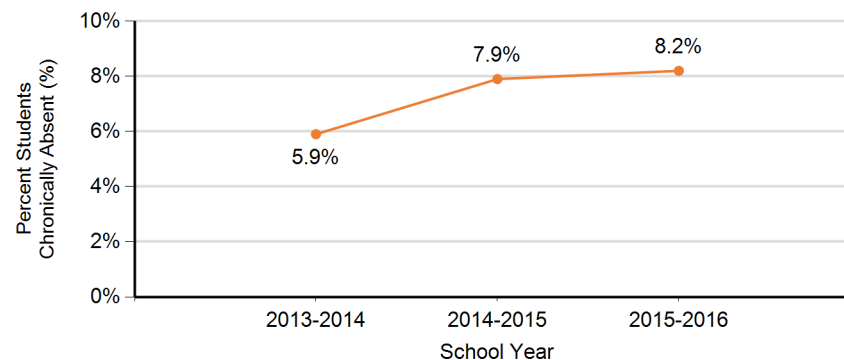
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	635:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.8%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
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Grade Span 3F-05

17-2390-370

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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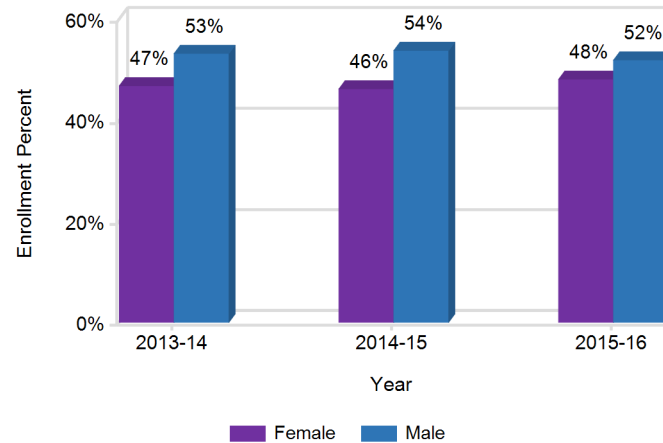
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	115	119	113
Grade KG	138	134	155
Grade 01	132	139	141
Grade 02	145	127	139
Grade 03	85	110	89
Grade 04	106	87	100
Grade 05	99	99	75
UG	14	9	16
Total	834	824	828

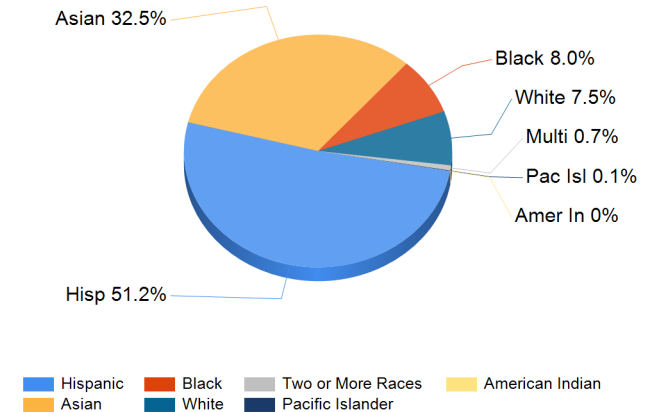
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



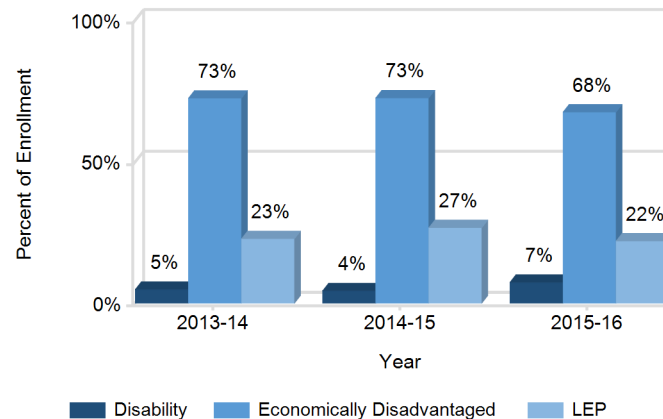
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	47.7%
Spanish	27.2%
Gujarati	5.2%
Hindi	3.6%
Arabic	3.3%
Other	12.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	53%	79	47
Mathematics Met or Exceeded Expectations	54%	93	59

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	272	53%	47	98%	✓	273	54%	59	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	138	46%	56	99%	✓	139	43%	68	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	82	72%	38	99%	✓	82	84%	55	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	189	50%	79	98%	✓	190	49%	87	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	751	735	746	11%	13%	24%	43%	8%	52%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	52	749	734	730	12%	14%	25%	46%	4%	50%	31%
Asian	28	769	766	772	4%	11%	18%	50%	18%	68%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	15	742	707	709	13%	13%	47%	20%	7%	27%	11%
Economically Disadvantaged Students	62	751	729	727	10%	15%	23%	48%	5%	53%	28%
PARCC MATH											
Schoolwide	98	756	735	749	3%	17%	19%	45%	15%	60%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	52	750	733	736	4%	19%	19%	48%	10%	58%	35%
Asian	29	779	767	777	N	3%	14%	52%	31%	83%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	16	748	720	724	6%	19%	6%	63%	6%	69%	20%
Economically Disadvantaged Students	62	750	730	732	5%	19%	16%	52%	8%	60%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	102	746	740	750	11%	15%	30%	33%	11%	44%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	55	739	739	737	11%	20%	35%	29%	6%	35%	37%
Asian	26	766	761	773	4%	4%	23%	46%	23%	69%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	76	742	736	734	15%	17%	30%	30%	8%	38%	33%
PARCC MATH											
Schoolwide	105	742	732	745	7%	30%	24%	32%	8%	40%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	57	733	730	733	11%	32%	33%	21%	4%	25%	30%
Asian	27	765	756	771	N	19%	4%	59%	19%	78%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	79	736	728	730	9%	33%	25%	28%	5%	33%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	754	743	751	7%	7%	22%	60%	5%	65%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	34	746	741	738	12%	12%	18%	56%	3%	59%	37%
Asian	28	767	764	773	N	N	25%	64%	11%	75%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	52	751	739	735	8%	8%	21%	60%	4%	64%	33%
PARCC MATH											
Schoolwide	78	757	734	747	1%	15%	21%	49%	14%	63%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	34	748	732	735	3%	21%	24%	44%	9%	53%	31%
Asian	29	773	760	774	N	3%	14%	55%	28%	83%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	52	753	732	732	N	19%	23%	48%	10%	58%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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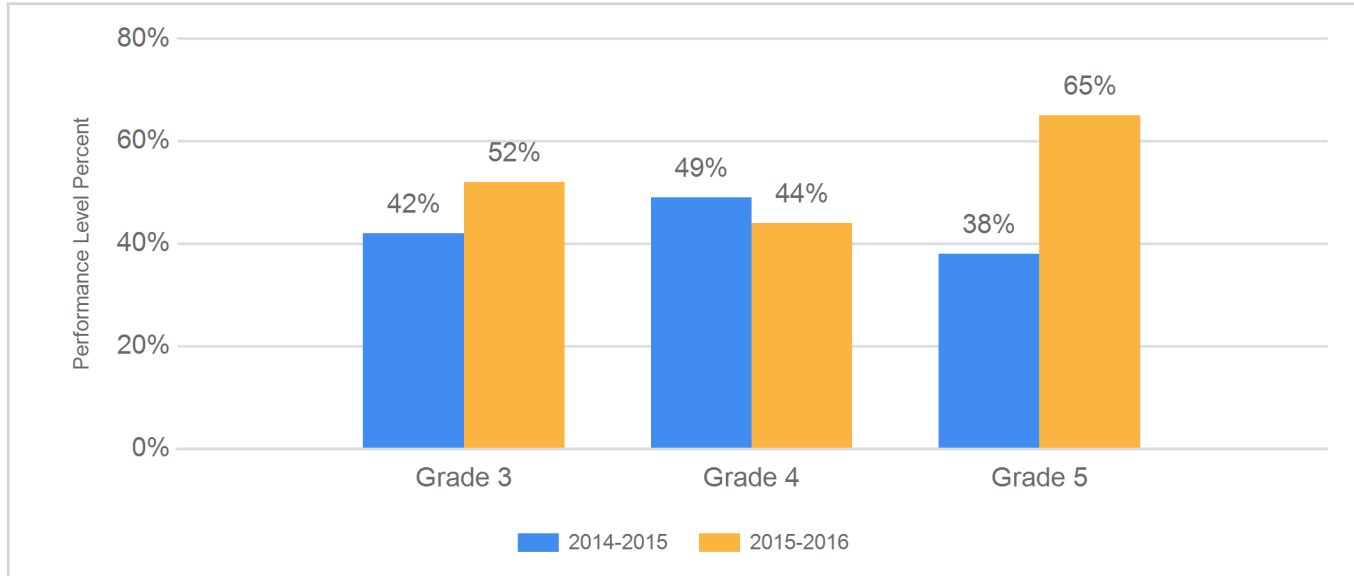
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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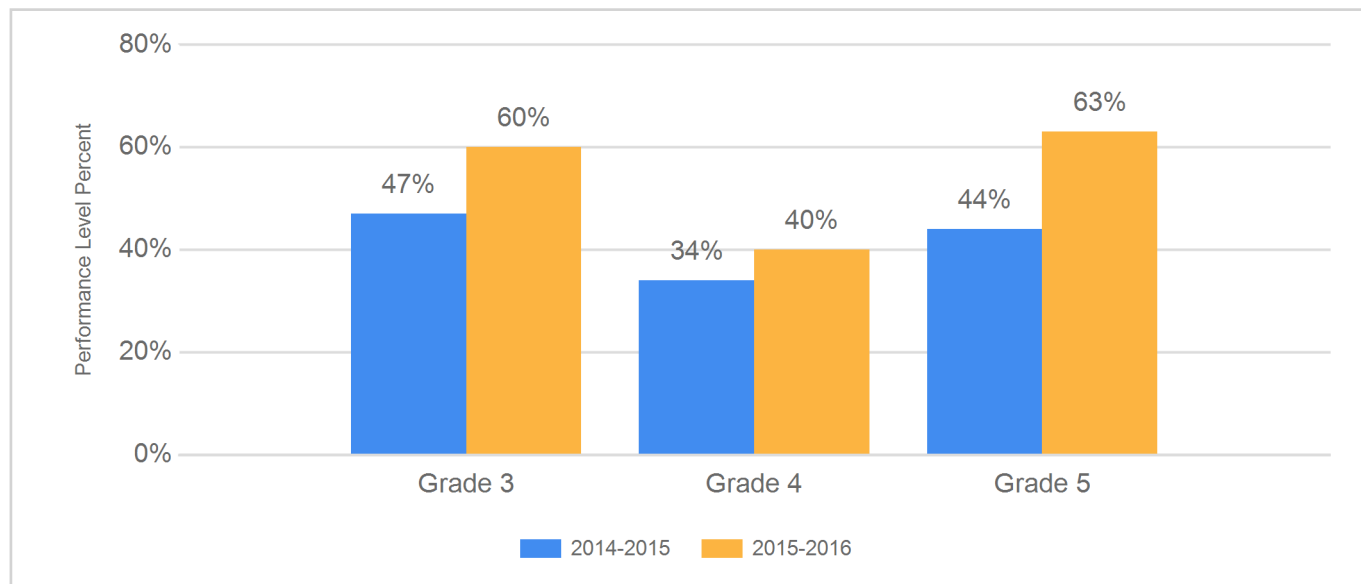
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

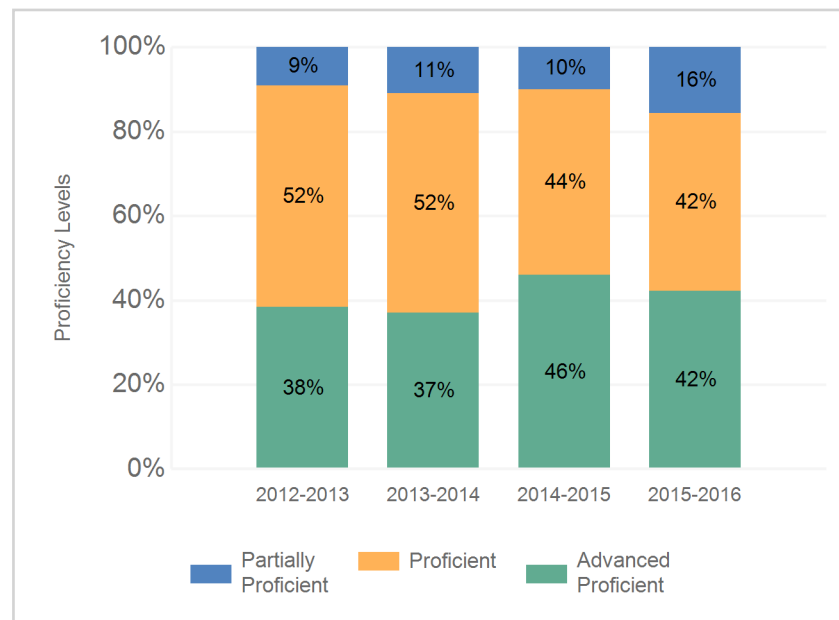
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	42%	42%	16%
White	S	S	S
African American	29%	43%	29%
Hispanic	38%	48%	14%
American Indian	N	N	N
Asian	71%	21%	7%
Two or More Races	S	S	S
Students with Disability	8%	62%	31%
English Language Learners	S	S	S
Economically Disadvantaged Students	41%	41%	18%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	48	54	50
Student Growth on Math	55	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	1%	0%
Partially Met (L2)	7%	4%	2%
Approached (L3)	13%	8%	4%
Met (L4)	10%	16%	20%
Exceeded (L5)	0%	4%	5%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	2%	1%	0%
Partially Met (L2)	14%	5%	5%
Approached (L3)	9%	8%	5%
Met (L4)	6%	15%	20%
Exceeded (L5)	1%	2%	8%



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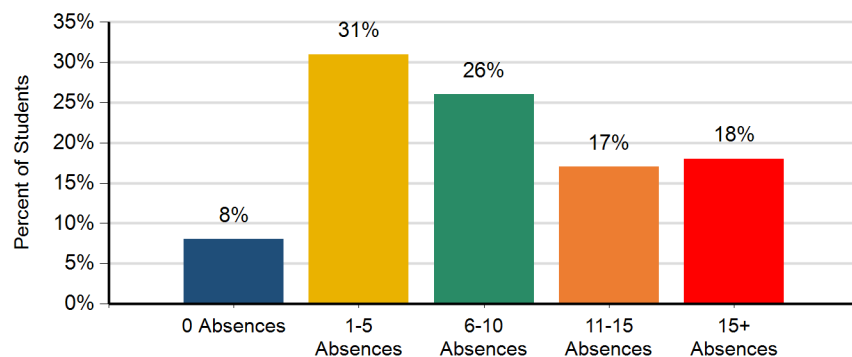
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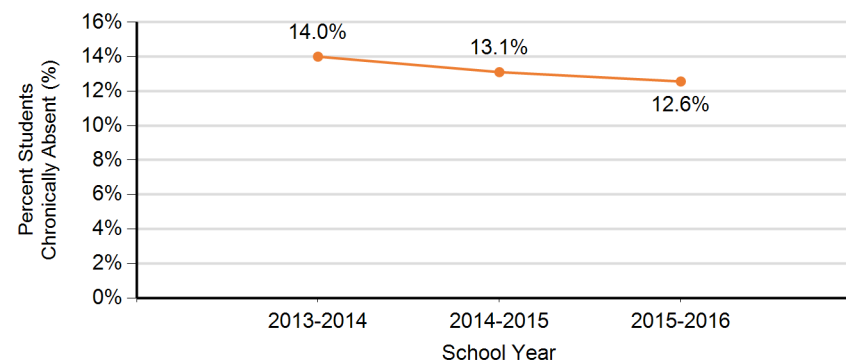
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	828:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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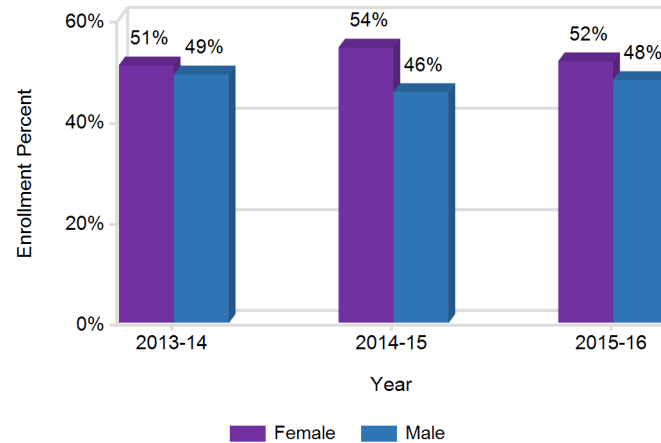
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	27	28	25
Grade KG	32	36	38
Grade 01	28	33	33
Grade 02	36	44	36
Grade 03	27	31	36
Grade 04	32	27	38
Grade 05	29	32	30
Grade 06	31	28	25
Grade 07	29	27	23
Grade 08	49	31	26
UG	18	16	20
Total	338	333	331

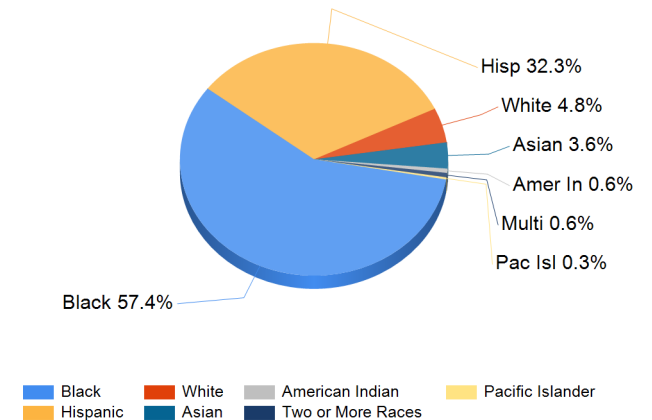
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



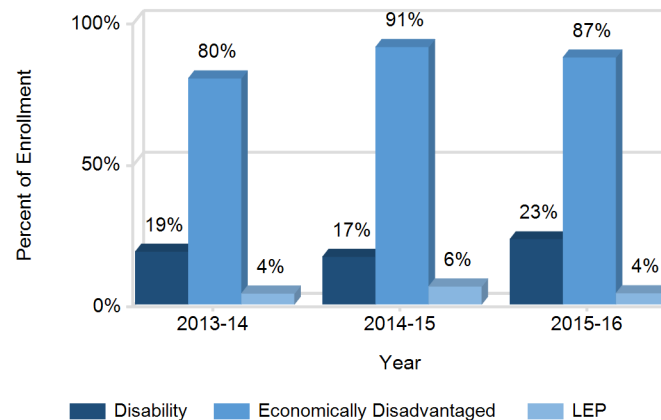
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	72.2%
Spanish	20.5%
Arabic	2.4%
French	1.5%
Vietnamese	1.2%
Other	2.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	33%	52	19
Mathematics Met or Exceeded Expectations	27%	48	17

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	169	33%	19	92%	X	169	27%	17	93%	X
White	S	S	S	S		S	S	S	S	
African American	102	25%	32	92%	X	102	21%	37	92%	X
Hispanic	52	40%	47	92%	X	52	31%	42	92%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	38	5%	18	93%	X	38	5%	19	93%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	136	31%	40	92%	X	136	24%	34	92%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	33	734	735	746	30%	15%	15%	33%	6%	39%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	14	732	718	727	29%	21%	14%	29%	7%	36%	30%
Hispanic	13	725	734	730	46%	N	15%	39%	N	39%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	S	S	773	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	25	731	729	727	36%	8%	16%	36%	4%	40%	28%
PARCC MATH											
Schoolwide	34	740	735	749	9%	21%	35%	29%	6%	35%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	14	743	719	730	7%	21%	36%	21%	14%	36%	31%
Hispanic	14	732	733	736	14%	29%	29%	29%	N	29%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	S	S	750	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	25	741	730	732	8%	20%	36%	32%	4%	36%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	37	740	740	750	14%	24%	22%	30%	11%	41%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	22	738	729	733	14%	32%	18%	23%	14%	36%	33%
Hispanic	13	739	739	737	15%	15%	31%	31%	8%	39%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	31	737	736	734	16%	26%	23%	26%	10%	36%	33%
PARCC MATH											
Schoolwide	39	731	732	745	21%	21%	33%	23%	3%	26%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	23	725	718	727	30%	17%	35%	17%	N	17%	24%
Hispanic	13	739	730	733	8%	23%	39%	23%	8%	31%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	32	729	728	730	25%	19%	34%	19%	3%	22%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	743	743	751	7%	21%	21%	50%	N	50%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	16	743	732	733	6%	19%	31%	44%	N	44%	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	24	740	739	735	8%	21%	25%	46%	N	46%	33%
PARCC MATH											
Schoolwide	29	738	734	747	7%	31%	24%	35%	3%	38%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	17	739	722	728	6%	29%	29%	29%	6%	35%	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	25	735	732	732	8%	32%	28%	32%	N	32%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	20	747	742	750	5%	5%	45%	45%	N	45%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	12	741	729	732	8%	8%	50%	33%	N	33%	31%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	19	745	738	735	5%	5%	47%	42%	N	42%	33%
PARCC MATH											
Schoolwide	22	739	731	743	9%	9%	50%	27%	5%	32%	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	13	735	718	724	15%	8%	54%	23%	N	23%	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	20	740	728	728	10%	5%	55%	25%	5%	30%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	730	743	753	14%	21%	43%	21%	N	21%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	19	727	727	733	16%	21%	47%	16%	N	16%	35%
Hispanic	S	S	740	739	S	S	S	S	S	S	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	23	730	739	735	13%	22%	48%	17%	N	17%	37%
PARCC MATH											
Schoolwide	29	722	730	740	21%	28%	31%	21%	N	21%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	19	721	719	724	16%	32%	42%	11%	N	11%	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	24	720	727	727	25%	29%	25%	21%	N	21%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	29	725	736	753	14%	35%	38%	14%	N	14%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	S	732	S	S	S	S	S	S	34%
Hispanic	S	S	734	740	S	S	S	S	S	S	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	S	S	735	753	S	S	S	S	S	S	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	734	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	S	S	721	726	S	S	S	S	S	S	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



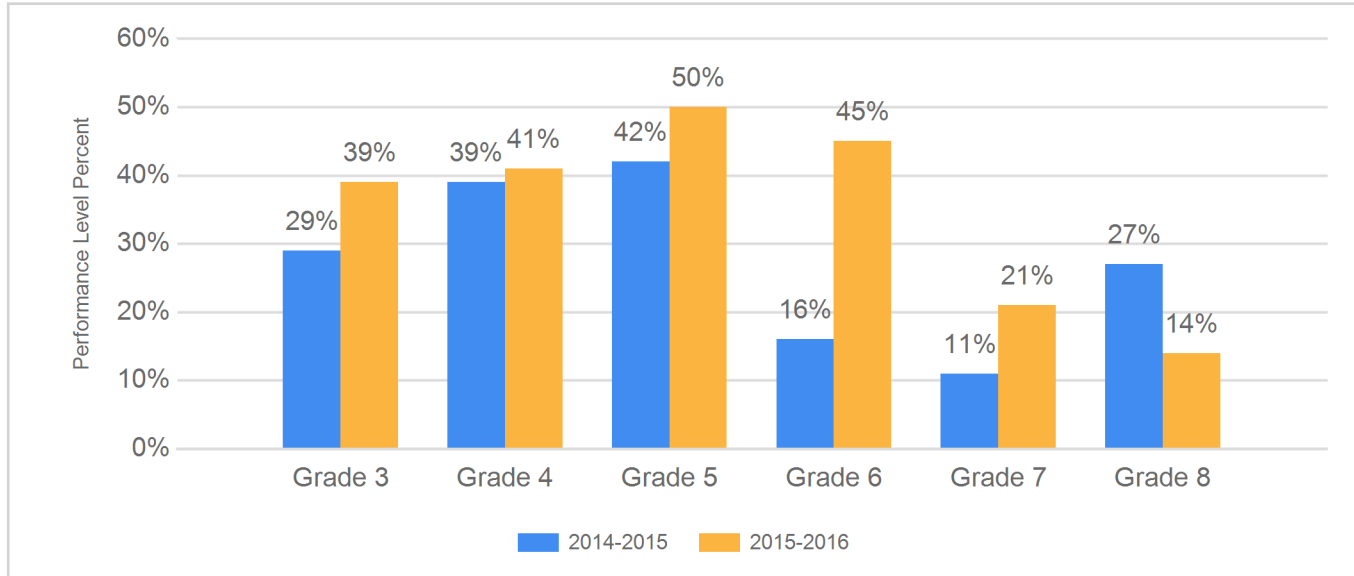
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	12	735	762	769	N	42%	33%	25%	N	25%	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	S	S	754	746	S	S	S	S	S	S	25%
Asian	S	S	775	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	759	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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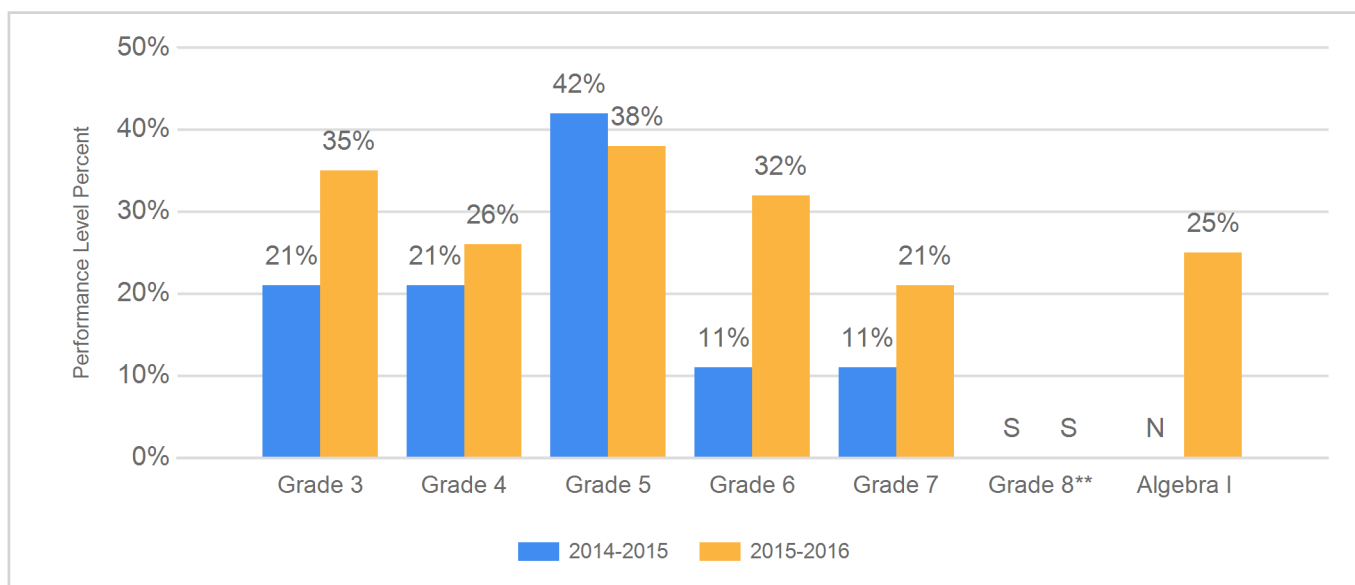
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

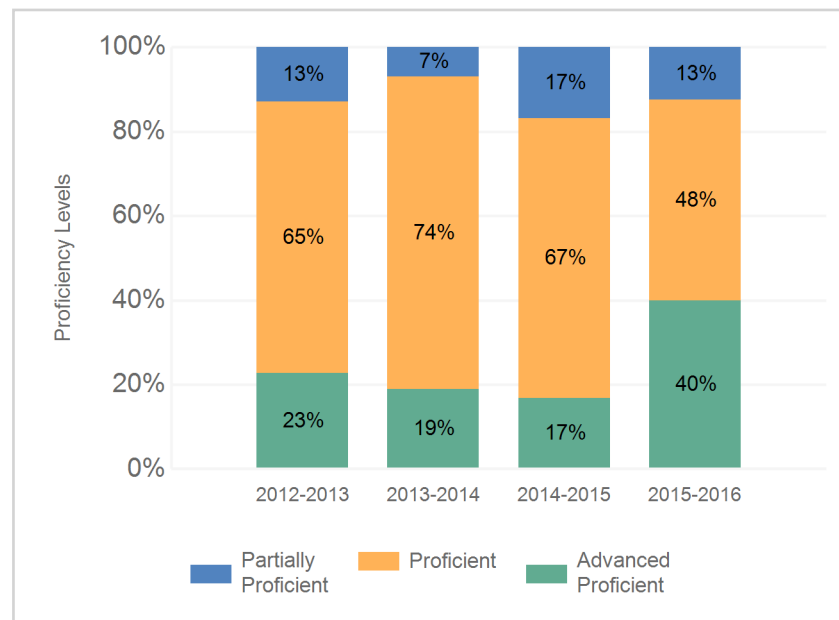
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	40%	48%	13%
White	S	S	S
African American	44%	35%	22%
Hispanic	36%	64%	N
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	44%	44%	13%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

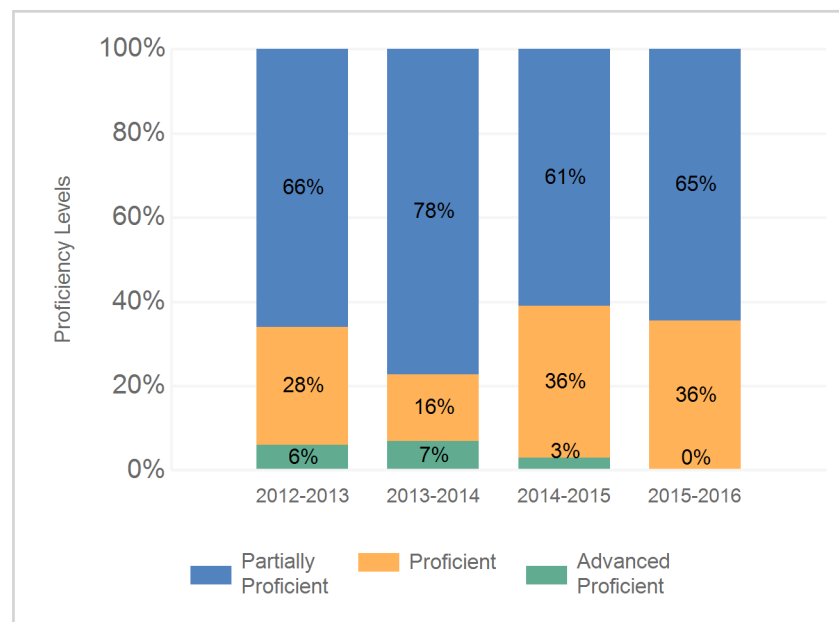
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	N	36%	65%
White	N	N	N
African American	N	32%	68%
Hispanic	S	S	S
American Indian	S	S	S
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	N	29%	71%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	54	54	50
Student Growth on Math	61	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	9%	2%	1%
Partially Met (L2)	5%	7%	5%
Approached (L3)	7%	17%	10%
Met (L4)	3%	13%	20%
Exceeded (L5)	0%	0%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	4%	1%
Partially Met (L2)	14%	3%	5%
Approached (L3)	5%	10%	19%
Met (L4)	1%	5%	21%
Exceeded (L5)	0%	1%	1%



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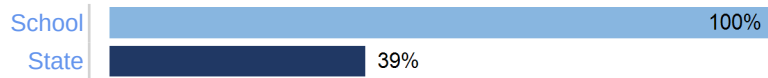
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



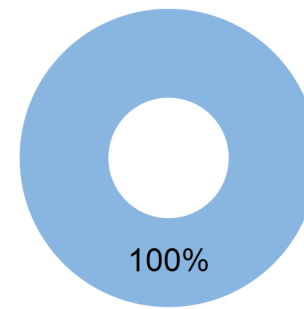
DANCE



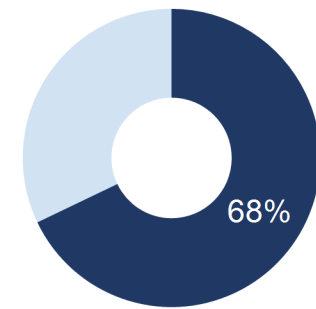
VISUAL ARTS



Any Visual and Performing Arts



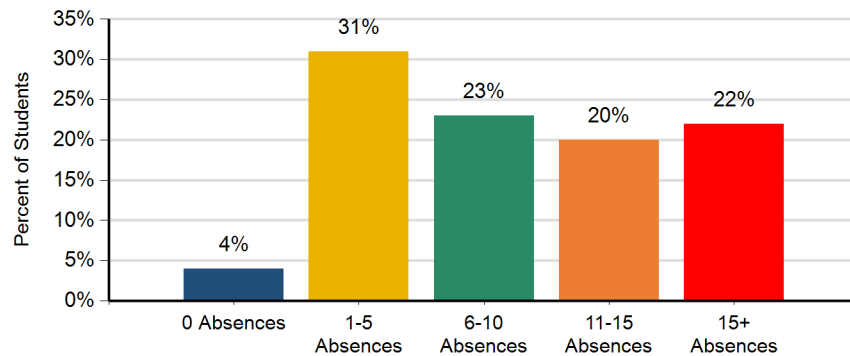
School



State

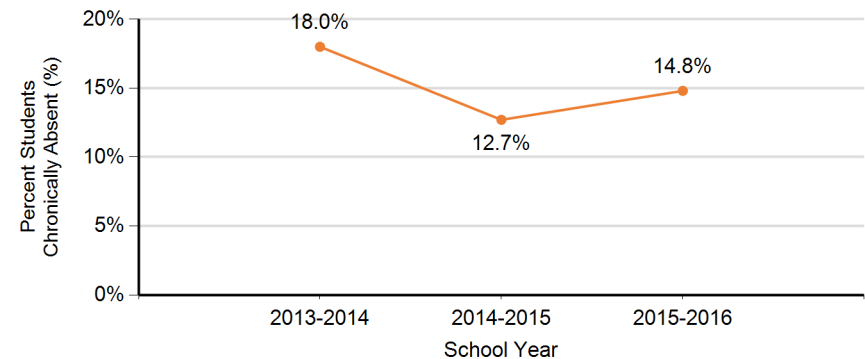
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





State of New Jersey
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Grade Span 3F-08

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	8:1
Administrator	331:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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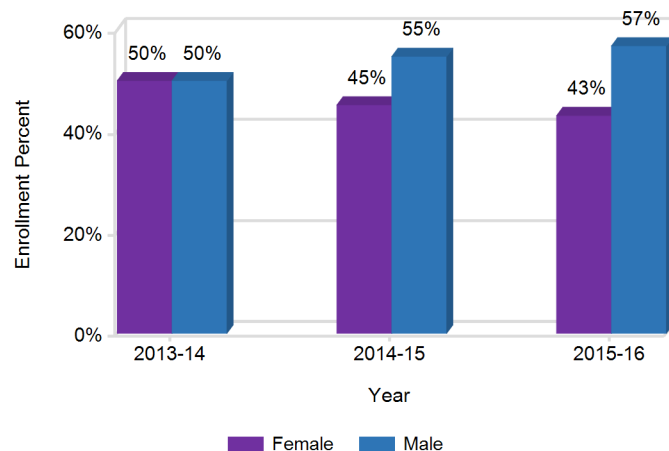
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	56	42	42
Grade 10	65	50	43
Grade 11	51	57	54
Grade 12	41	48	56
UG	1	0	0
Total	214	197	195

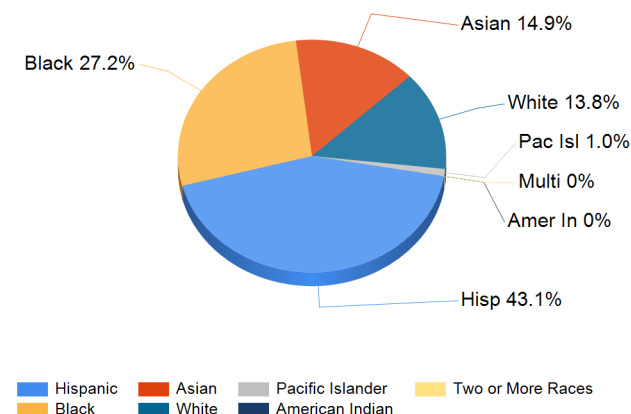
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



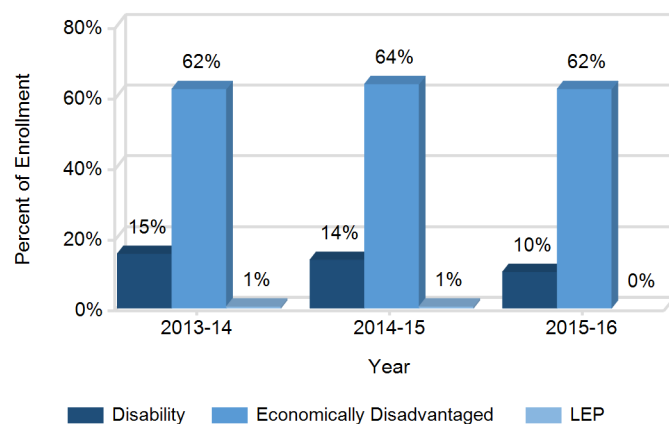
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	52.8%
Spanish	25.6%
Arabic	4.1%
Tagalog	3.6%
Uncoded languages	2.1%
Other	11.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	70%	71	93
Mathematics Met or Exceeded Expectations	35%	71	62

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	79	70%	93	97%	✓	80	35%	62	98%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	S	S	S	S		S	S	S	S	
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	43	67%	97	96%	✓	43	37%	87	96%	✓



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	757	737	746	5%	5%	24%	60%	7%	67%	49%
White	S	S	748	754	S	S	S	S	S	S	58%
African American	14	756	725	729	7%	N	29%	64%	N	64%	30%
Hispanic	11	748	729	730	N	18%	27%	55%	N	55%	34%
Asian	S	S	767	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	704	713	S	S	S	S	S	S	12%
English Language Learners	N	N	N	693	N	N	N	N	N	N	4%
Economically Disadvantaged Students	25	754	733	729	8%	4%	24%	60%	4%	64%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	765	736	740	N	10%	17%	60%	14%	74%	44%
White	S	S	740	747	S	S	S	S	S	S	50%
African American	S	S	726	722	S	S	S	S	S	S	28%
Hispanic	22	770	729	726	N	5%	14%	64%	18%	82%	33%
Asian	S	S	760	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	697	702	S	S	S	S	S	S	11%
English Language Learners	N	N	N	685	N	N	N	N	N	N	4%
Economically Disadvantaged Students	20	768	733	723	N	5%	25%	50%	20%	70%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	763	751	736	2%	16%	14%	50%	18%	68%	40%
White	S	S	755	739	S	S	S	S	S	S	42%
African American	14	766	745	728	N	21%	14%	43%	21%	64%	30%
Hispanic	27	763	745	732	4%	15%	7%	52%	22%	74%	37%
Asian	S	S	770	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	706	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	26	762	747	730	4%	12%	15%	54%	15%	69%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



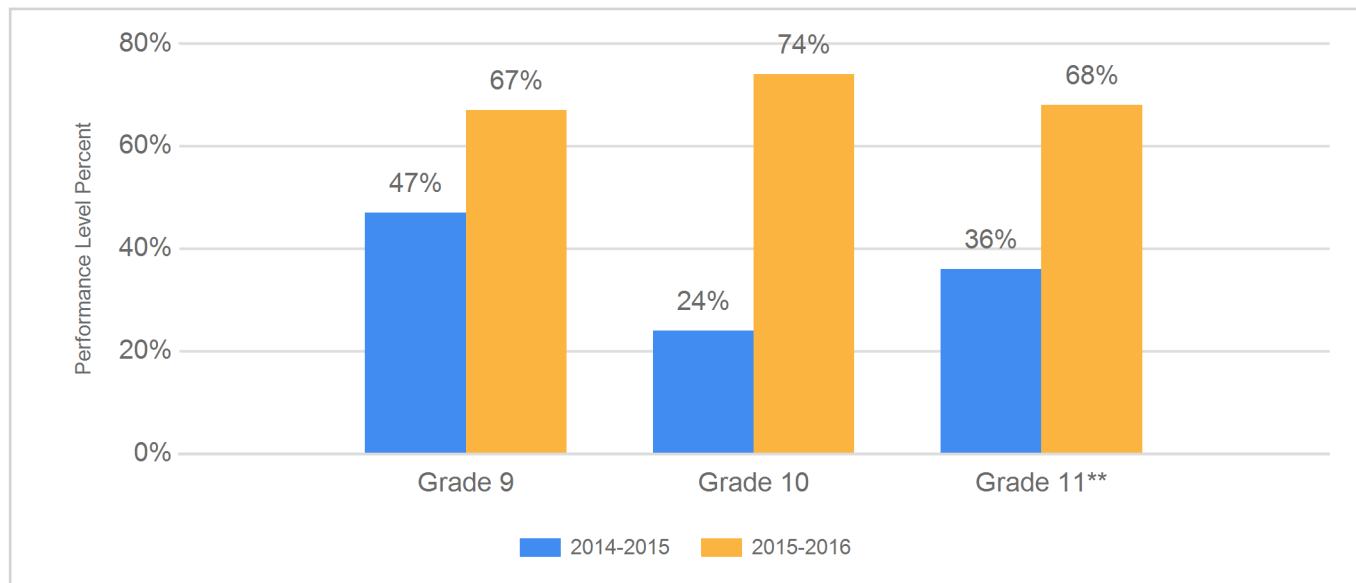
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	748	738	727	8%	8%	34%	50%	N	50%	41%
White	S	S	755	734	S	S	S	S	S	S	51%
African American	14	741	723	717	14%	14%	29%	43%	N	43%	20%
Hispanic	11	738	733	720	9%	9%	55%	27%	N	27%	25%
Asian	S	S	759	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	703	708	S	S	S	S	S	S	10%
English Language Learners	N	N	N	707	N	N	N	N	N	N	9%
Economically Disadvantaged Students	22	748	737	719	9%	5%	36%	50%	N	50%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	46	734	722	730	2%	22%	54%	22%	N	22%	27%
White	S	S	730	736	S	S	S	S	S	S	34%
African American	S	S	714	717	S	S	S	S	S	S	9%
Hispanic	22	737	717	720	5%	9%	68%	18%	N	18%	13%
Asian	S	S	743	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	703	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	24	733	720	719	4%	21%	54%	21%	N	21%	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	715	716	722	26%	38%	24%	12%	N	12%	27%
White	S	S	725	728	S	S	S	S	S	S	31%
African American	13	709	701	700	31%	46%	8%	15%	N	15%	8%
Hispanic	S	S	711	707	S	S	S	S	S	S	12%
Asian	S	S	745	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	683	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	712	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



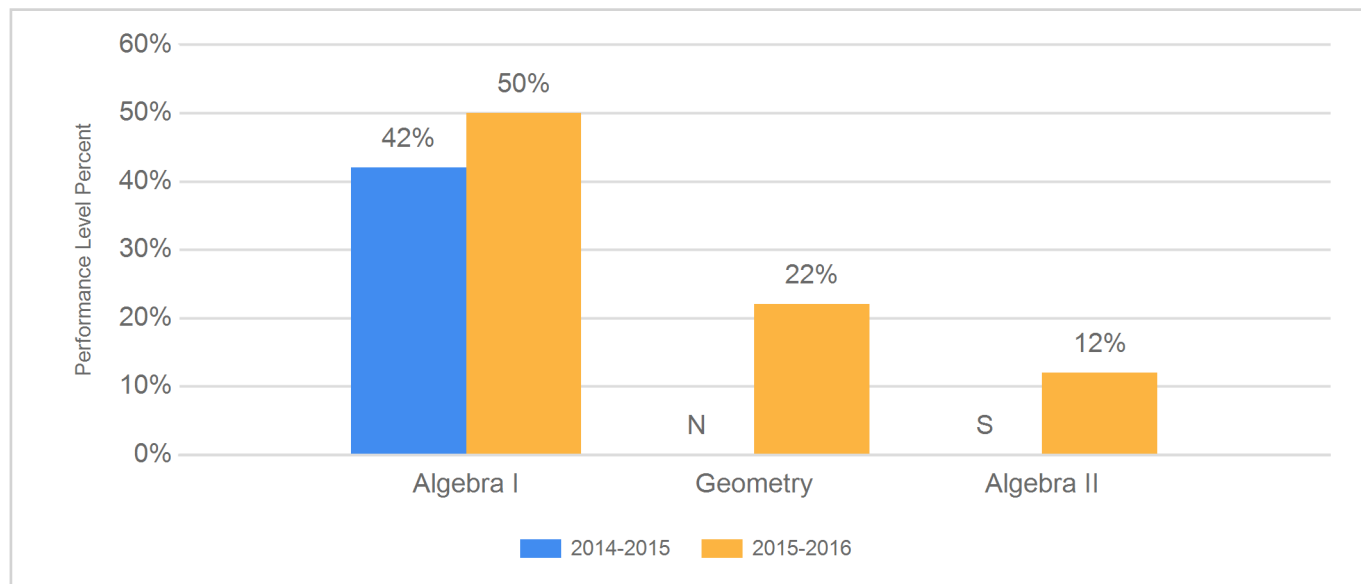
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

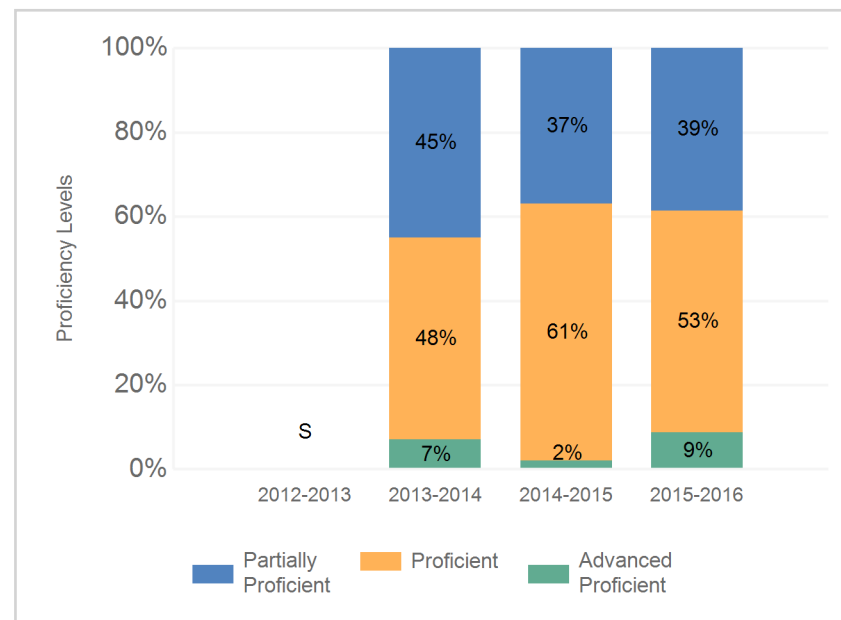
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	9%	53%	39%
White	27%	36%	36%
African American	6%	31%	63%
Hispanic	N	63%	38%
American Indian	N	N	N
Asian	7%	79%	14%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	50%	43%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	60.9%	58.0%
Percent of Students Participating in ACT	5.4%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	61%	71%
Math	530	31%	53%
ACT	-	-	-
Reading	22	67%	58%
English	18	67%	74%
Math	22	33%	61%
Science	23	33%	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	899	950
SAT	-	-
Reading and Writing	496	537
Math	493	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	980	900	810
SAT	-	-	-
Reading and Writing	540	490	450
Math	540	500	440
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



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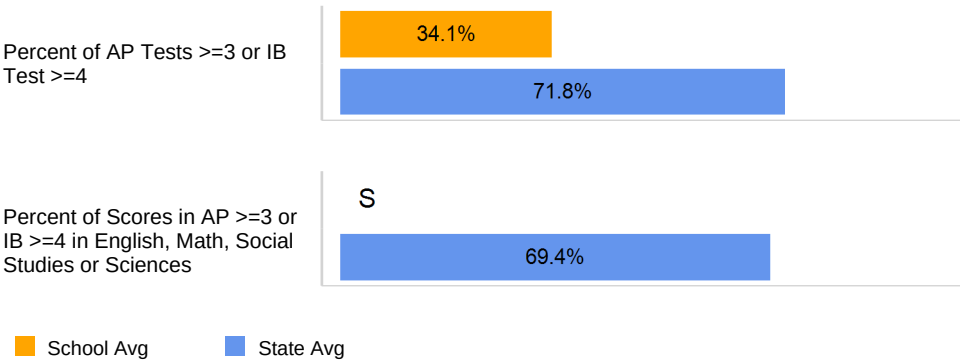
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	2	3
AP English Language and Composition	21	20
AP English Literature and Composition	15	15
AP Spanish Language	4	4
AP Spanish Literature	4	4
AP U.S. History	13	12
Student AP Tests ≥ 3 and IB Tests ≥ 4		15

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	40.0%	39.1%
One of More Test	40.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	35.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



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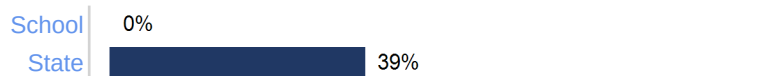
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



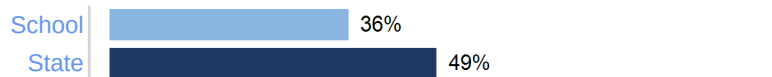
DRAMA



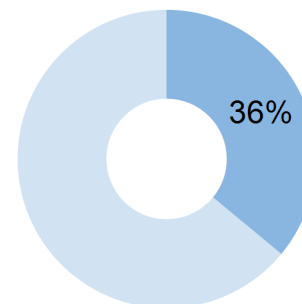
DANCE



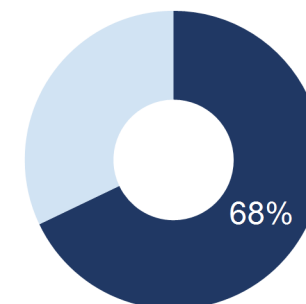
VISUAL ARTS



Any Visual and Performing Arts



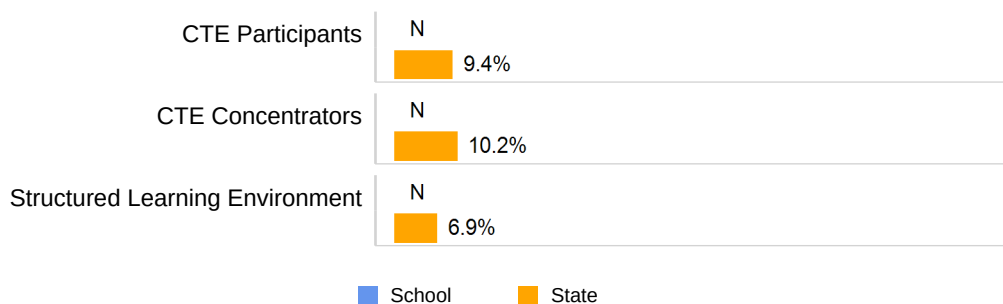
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





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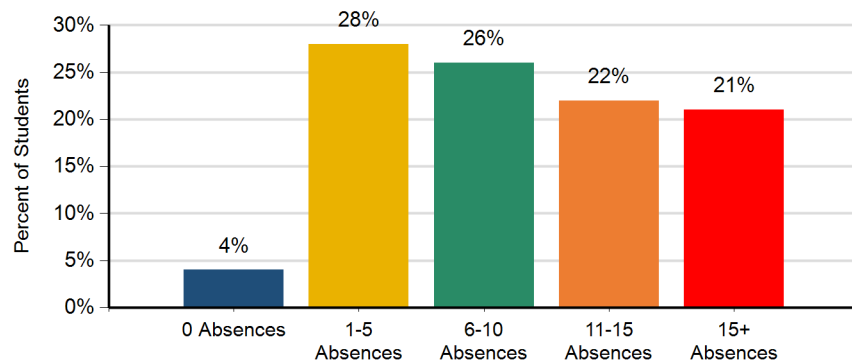
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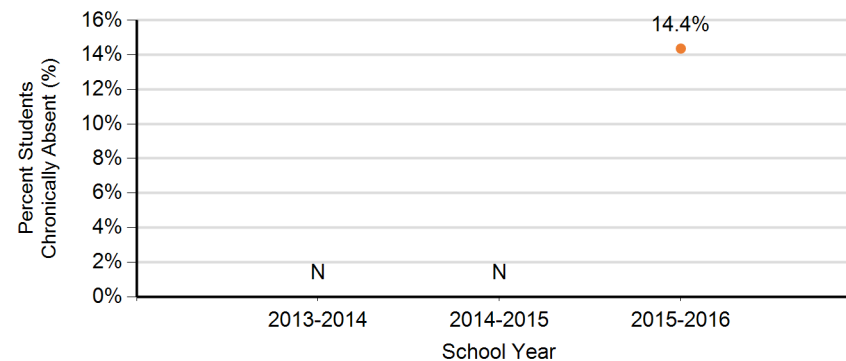
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	100%	100	81%
White	S	S	
African American	S	S	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	N	N	
Two or More Races	N	N	
Students with Disability	S	S	
English Language Learners	S	S	
Economically Disadvantaged Students	100%	100	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	N	1.2%
White	N	0.6%
African American	N	2.6%
Hispanic	N	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	N	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	N	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	84%	90%
2014	90%	92%
2015	96%	98%
2016	100%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	85.4%	34.1%	65.9%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	S	S	S



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 35 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	8:1
Administrator	195:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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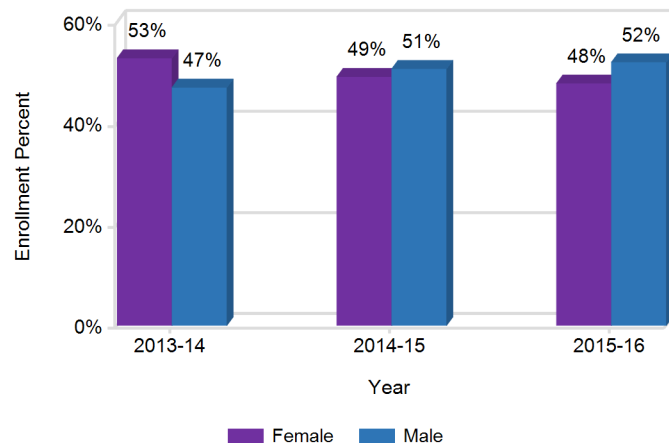
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	322	234	191
Grade 10	206	218	167
Grade 11	107	168	175
Grade 12	155	128	168
UG	83	82	79
Total	873	830	780

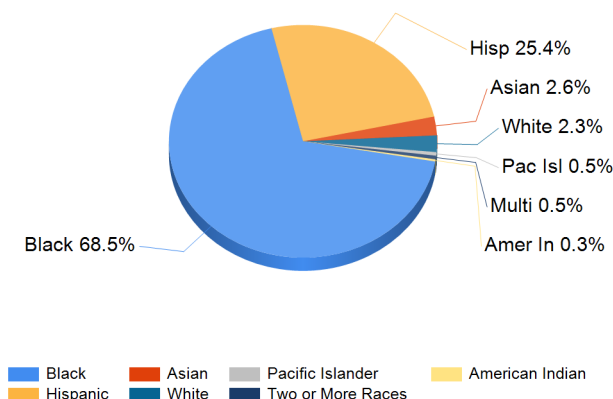
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



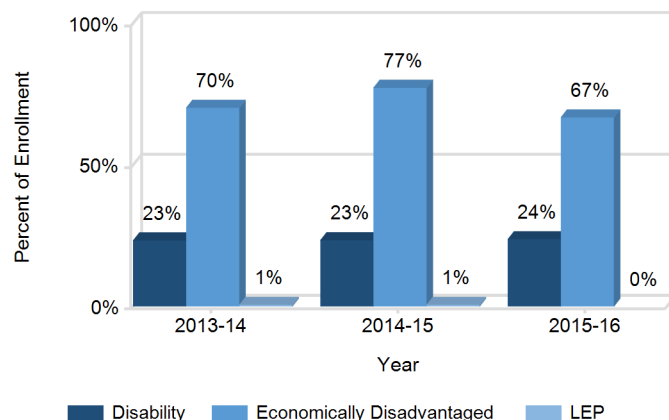
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.3%
Spanish	14.9%
Uncoded languages	2.7%
Haitian	0.9%
Tagalog	0.6%
Other	2.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	18%	29	23
Mathematics Met or Exceeded Expectations	5%	14	9

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	363	18%	23	85%	X	259	5%	9	87%	X
White	S	S	S	S		S	S	S	S	
African American	227	12%	41	83%	X	155	3%	18	86%	X
Hispanic	106	21%	34	89%	X	76	3%	8	86%	X
American Indian	N	N	N	N		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	88	1%	13	83%	X	53	N	5	86%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	211	17%	43	85%	X	141	4%	11	87%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	186	710	737	746	41%	29%	20%	9%	2%	11%	49%
White	S	S	748	754	S	S	S	S	S	S	58%
African American	S	S	725	729	S	S	S	S	S	S	30%
Hispanic	51	719	729	730	29%	28%	31%	10%	2%	12%	34%
Asian	S	S	767	774	S	S	S	S	S	S	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	S	S	741	748	S	S	S	S	S	S	53%
Students with Disability	S	S	704	713	S	S	S	S	S	S	12%
English Language Learners	S	S	697	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	119	712	733	729	39%	30%	20%	8%	3%	11%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	181	724	736	740	28%	23%	22%	25%	2%	27%	44%
White	S	S	740	747	S	S	S	S	S	S	50%
African American	110	719	726	722	32%	21%	25%	23%	N	23%	28%
Hispanic	56	727	729	726	23%	29%	18%	27%	4%	30%	33%
Asian	S	S	760	767	S	S	S	S	S	S	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	697	702	S	S	S	S	S	S	11%
English Language Learners	S	S	696	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	93	724	733	723	28%	27%	19%	23%	3%	26%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	173	743	751	736	13%	14%	26%	41%	6%	47%	40%
White	S	S	755	739	S	S	S	S	S	S	42%
African American	127	743	745	728	10%	13%	29%	42%	6%	47%	30%
Hispanic	34	740	745	732	21%	15%	21%	38%	6%	44%	37%
Asian	S	S	770	753	S	S	S	S	S	S	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	S	S	715	736	S	S	S	S	S	S	39%
Students with Disability	S	S	706	710	S	S	S	S	S	S	13%
English Language Learners	N	N	N	702	N	N	N	N	N	N	8%
Economically Disadvantaged Students	101	744	747	730	14%	13%	26%	43%	5%	48%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

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



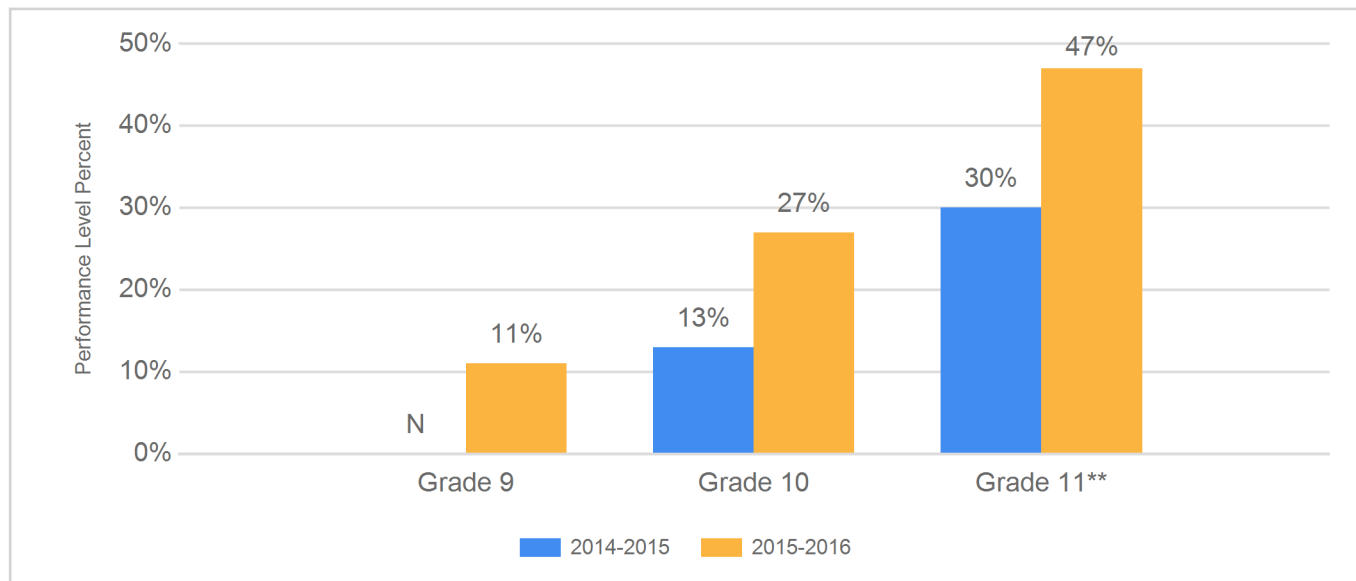
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	738	727	S	S	S	S	S	S	41%
White	S	S	755	734	S	S	S	S	S	S	51%
African American	S	S	723	717	S	S	S	S	S	S	20%
Hispanic	S	S	733	720	S	S	S	S	S	S	25%
Asian	S	S	759	746	S	S	S	S	S	S	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	S	S	S	727	S	S	S	S	S	S	47%
Students with Disability	S	S	703	708	S	S	S	S	S	S	10%
English Language Learners	S	S	713	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	737	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	722	730	S	S	S	S	S	S	27%
White	S	S	730	736	S	S	S	S	S	S	34%
African American	S	S	714	717	S	S	S	S	S	S	9%
Hispanic	S	S	717	720	S	S	S	S	S	S	13%
Asian	S	S	743	750	S	S	S	S	S	S	61%
American Indian	S	S	730	722	S	S	S	S	S	S	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	703	709	S	S	S	S	S	S	5%
English Language Learners	N	N	N	710	N	N	N	N	N	N	6%
Economically Disadvantaged Students	S	S	720	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	716	722	S	S	S	S	S	S	27%
White	S	S	725	728	S	S	S	S	S	S	31%
African American	S	S	701	700	S	S	S	S	S	S	8%
Hispanic	S	S	711	707	S	S	S	S	S	S	12%
Asian	S	S	745	754	S	S	S	S	S	S	60%
American Indian	N	N	N	714	N	N	N	N	N	N	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	683	690	S	S	S	S	S	S	5%
English Language Learners	N	N	N	692	N	N	N	N	N	N	7%
Economically Disadvantaged Students	S	S	712	705	S	S	S	S	S	S	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



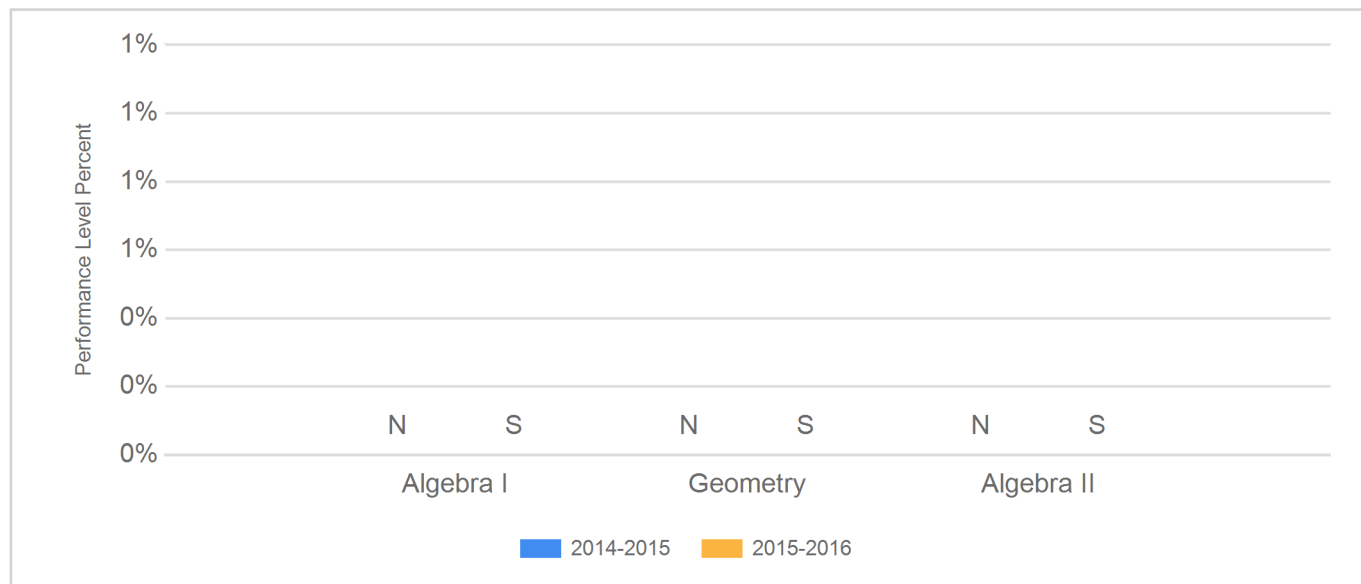
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

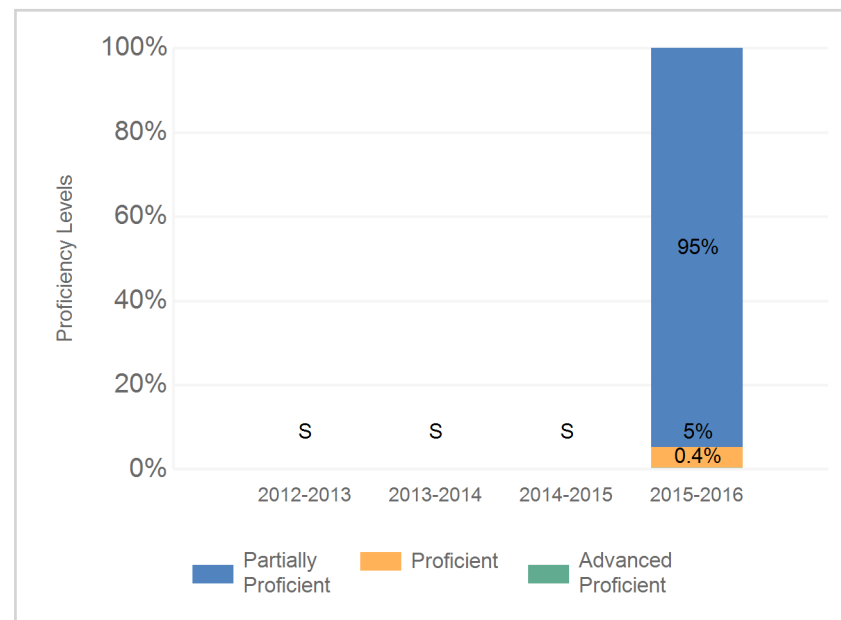
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	0.4%	5%	95%
White	S	S	S
African American	1%	3%	97%
Hispanic	N	4%	96%
American Indian	S	S	S
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	N	100%
English Language Learners	N	N	N
Economically Disadvantaged Students	1%	5%	94%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	67.6%	58.0%
Percent of Students Participating in ACT	4.2%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	748	950
SAT	-	-
Reading and Writing	409	537
Math	402	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	17%	71%
Math	530	7%	53%
ACT	-	-	-
Reading	22	14%	58%
English	18	43%	74%
Math	22	29%	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	810	740	680
SAT	-	-	-
Reading and Writing	450	410	360
Math	470	400	340
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



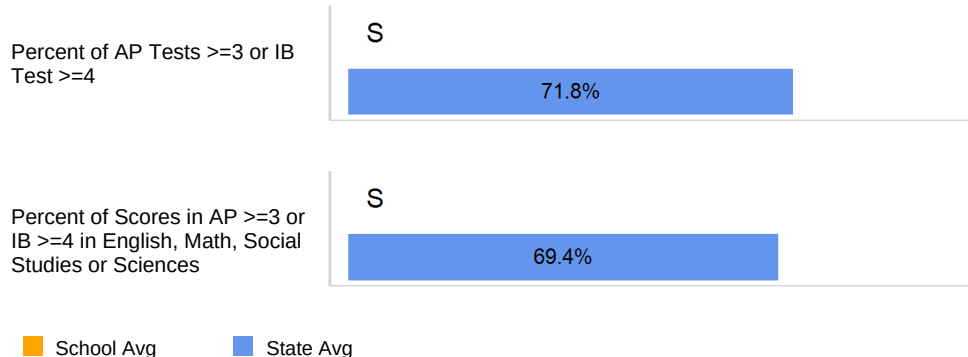
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP English Literature and Composition	22	21
AP U.S. Government and Politics	0	13
Student AP Tests ≥ 3 and IB Tests ≥ 4		1

Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	6.4%	39.1%
One of More Test	8.5%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	8.5%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
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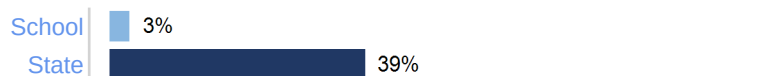
Grade Span 09-12

17-2390-070
HUDSON
JERSEY CITY
Lincoln High School
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JERSEY CITY, NJ 07304-2925

Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



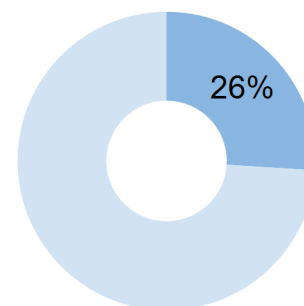
DANCE



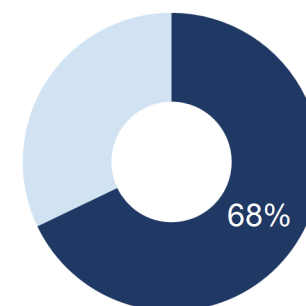
VISUAL ARTS



Any Visual and Performing Arts



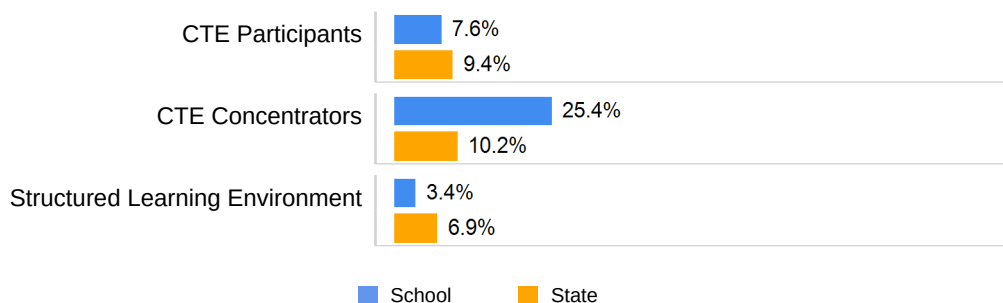
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



School State



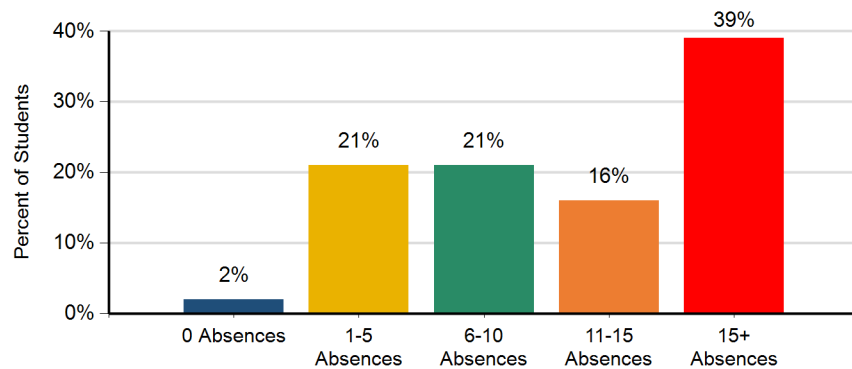
State of New Jersey
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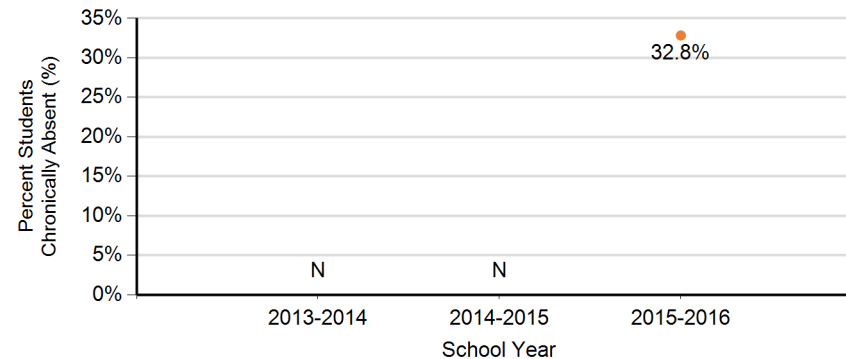
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	69.2%	4	81%
White	S	S	
African American	67.2%	9	
Hispanic	70.8%	9	
American Indian	S	S	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	45%	2	
English Language Learners	S	S	
Economically Disadvantaged Students	70.2%	6	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	3.7%	1.2%
White	N	0.6%
African American	4.1%	2.6%
Hispanic	4.7%	2.2%
American Indian	N	3.4%
Asian	S	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	9.4%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	3.9%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	62%	63%
2014	55%	60%
2015	61%	65%
2016	69%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	54.9%	40.3%	59.7%
White	S	S	S
African American	54.8%	43.1%	56.9%
Hispanic	S	S	S
American Indian	0.0%	0.0%	0.0%
Asian	S	S	S
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	S	S	S
English Language Learners	0.0%	0.0%	0.0%
Economically Disadvantaged Students	47.7%	38.7%	61.3%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	8:1
Administrator	260:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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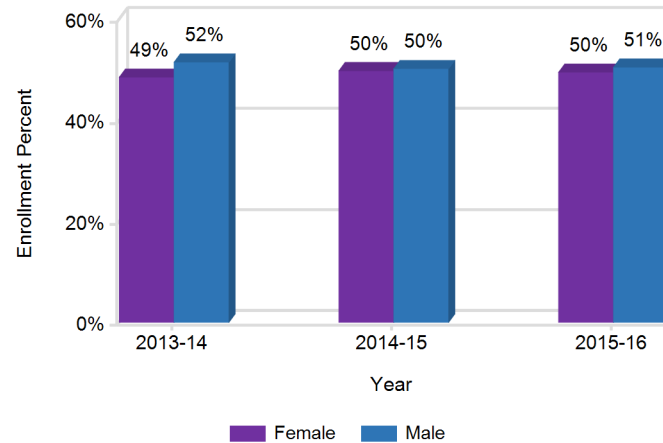
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	274	272	316
Grade KG	198	174	141
Grade 01	146	151	138
Grade 02	154	143	146
Grade 03	141	147	120
Grade 04	114	129	135
Grade 05	117	107	124
Grade 06	93	99	73
Grade 07	91	88	93
Grade 08	96	93	88
UG	41	53	44
Total	1465	1456	1418

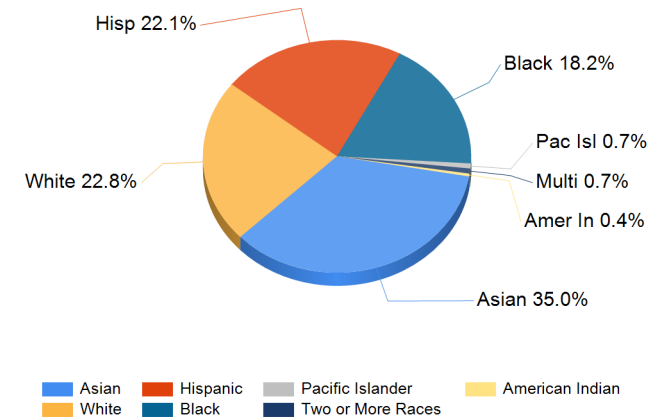
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



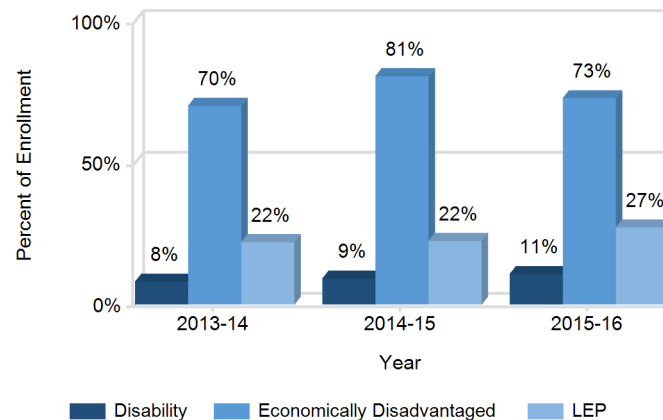
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	32.9%
Arabic	17.1%
Spanish	12.9%
Urdu	10.2%
Hindi	4.3%
Other	22.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	33%	48	18
Mathematics Met or Exceeded Expectations	30%	59	20

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	635	33%	18	96%	✓	637	30%	20	96%	✓
White	128	35%	11	95%	✓	128	34%	14	94%	✓
African American	144	17%	17	93%	✗	144	15%	25	93%	✗
Hispanic	174	30%	26	96%	✓	176	23%	24	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	184	47%	12	99%	✓	184	44%	11	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	93	2%	9	89%	✗	93	4%	17	88%	✗
English Learner Students	73	4%	55	99%	✓	73	14%	56	99%	✓
Economically Disadvantaged Students	427	32%	40	96%	✓	429	28%	46	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	723	735	746	36%	17%	19%	26%	3%	29%	48%
White	24	713	741	756	50%	8%	13%	29%	N	29%	58%
African American	29	719	718	727	35%	31%	10%	24%	N	24%	30%
Hispanic	26	711	734	730	39%	27%	23%	12%	N	12%	31%
Asian	39	741	766	772	26%	5%	26%	36%	8%	44%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	82	719	729	727	38%	20%	18%	23%	1%	24%	28%
PARCC MATH											
Schoolwide	126	731	735	749	21%	22%	25%	25%	8%	33%	52%
White	24	727	742	757	21%	25%	25%	25%	4%	29%	63%
African American	29	721	719	730	31%	24%	21%	24%	N	24%	31%
Hispanic	30	715	733	736	30%	27%	27%	17%	N	17%	35%
Asian	43	753	767	777	7%	16%	26%	30%	21%	51%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	38	714	720	724	24%	32%	32%	13%	N	13%	20%
Economically Disadvantaged Students	88	727	730	732	19%	27%	25%	25%	3%	28%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	742	740	750	11%	20%	26%	34%	9%	44%	54%
White	21	751	744	759	10%	14%	14%	43%	19%	62%	64%
African American	33	724	729	733	21%	33%	18%	24%	3%	27%	33%
Hispanic	39	743	739	737	8%	13%	36%	39%	5%	44%	37%
Asian	45	750	761	773	7%	20%	27%	33%	13%	47%	79%
American Indian	S	S	749	748	S	S	S	S	S	S	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	96	739	736	734	15%	21%	21%	35%	8%	44%	33%
PARCC MATH											
Schoolwide	143	733	732	745	14%	33%	25%	26%	3%	29%	47%
White	22	747	739	752	N	27%	23%	50%	N	50%	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	40	726	730	733	13%	45%	23%	20%	N	20%	30%
Asian	46	747	756	771	9%	20%	30%	33%	9%	41%	78%
American Indian	S	S	735	742	S	S	S	S	S	S	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	14	725	723	720	14%	36%	29%	21%	N	21%	16%
Economically Disadvantaged Students	99	731	728	730	16%	31%	24%	26%	2%	28%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	742	743	751	4%	28%	27%	37%	4%	41%	53%
White	23	736	747	758	13%	26%	26%	30%	4%	35%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	31	745	741	738	N	26%	29%	45%	N	45%	37%
Asian	40	756	764	773	N	15%	20%	55%	10%	65%	80%
American Indian	S	S	S	750	S	S	S	S	S	S	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	91	740	739	735	3%	30%	26%	40%	1%	41%	33%
PARCC MATH											
Schoolwide	130	740	734	747	10%	20%	32%	31%	7%	38%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	28	723	722	728	18%	32%	32%	18%	N	18%	24%
Hispanic	31	742	732	735	3%	19%	42%	36%	N	36%	31%
Asian	43	756	760	774	2%	16%	28%	35%	19%	54%	80%
American Indian	S	S	S	747	S	S	S	S	S	S	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	19	726	711	725	5%	32%	53%	11%	N	11%	19%
English Language Learners	12	727	719	721	25%	17%	33%	25%	N	25%	16%
Economically Disadvantaged Students	96	739	732	732	8%	23%	32%	33%	3%	37%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	76	728	742	750	16%	28%	34%	21%	1%	22%	52%
White	12	737	745	756	8%	25%	42%	17%	8%	25%	61%
African American	24	716	729	732	29%	29%	29%	13%	N	13%	31%
Hispanic	22	733	741	738	14%	18%	32%	36%	N	36%	37%
Asian	18	731	762	772	6%	39%	39%	17%	N	17%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	52	724	738	735	19%	29%	35%	17%	N	17%	33%
PARCC MATH											
Schoolwide	79	728	731	743	17%	24%	37%	23%	N	23%	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	22	733	728	730	14%	18%	36%	32%	N	32%	26%
Asian	21	733	753	768	5%	24%	43%	29%	N	29%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	53	726	728	728	19%	19%	42%	21%	N	21%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	739	743	753	16%	14%	33%	34%	4%	38%	56%
White	22	739	750	760	18%	18%	27%	23%	14%	36%	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	25	730	740	739	20%	12%	48%	20%	N	20%	41%
Asian	27	756	769	781	N	4%	30%	63%	4%	67%	84%
American Indian	S	S	728	748	S	S	S	S	S	S	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	55	739	739	735	18%	15%	27%	35%	6%	40%	37%
PARCC MATH											
Schoolwide	98	733	730	740	12%	21%	41%	25%	1%	26%	39%
White	23	736	737	747	13%	17%	35%	35%	N	35%	47%
African American	20	722	719	724	25%	20%	40%	15%	N	15%	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	29	745	753	763	3%	10%	45%	38%	3%	41%	72%
American Indian	S	S	720	736	S	S	S	S	S	S	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	56	734	727	727	13%	21%	39%	25%	2%	27%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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Grade Span 3F-08

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	91	724	736	753	18%	30%	32%	21%	N	21%	55%
White	26	730	741	759	12%	19%	46%	23%	N	23%	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	29	728	734	740	7%	38%	35%	21%	N	21%	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	56	721	734	736	21%	32%	27%	20%	N	20%	38%
**PARCC MATH											
Schoolwide	92	730	714	726	14%	27%	33%	26%	N	26%	26%
White	27	732	720	732	11%	30%	37%	22%	N	22%	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	29	729	717	721	14%	24%	35%	28%	N	28%	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	56	728	714	718	16%	25%	38%	21%	N	21%	18%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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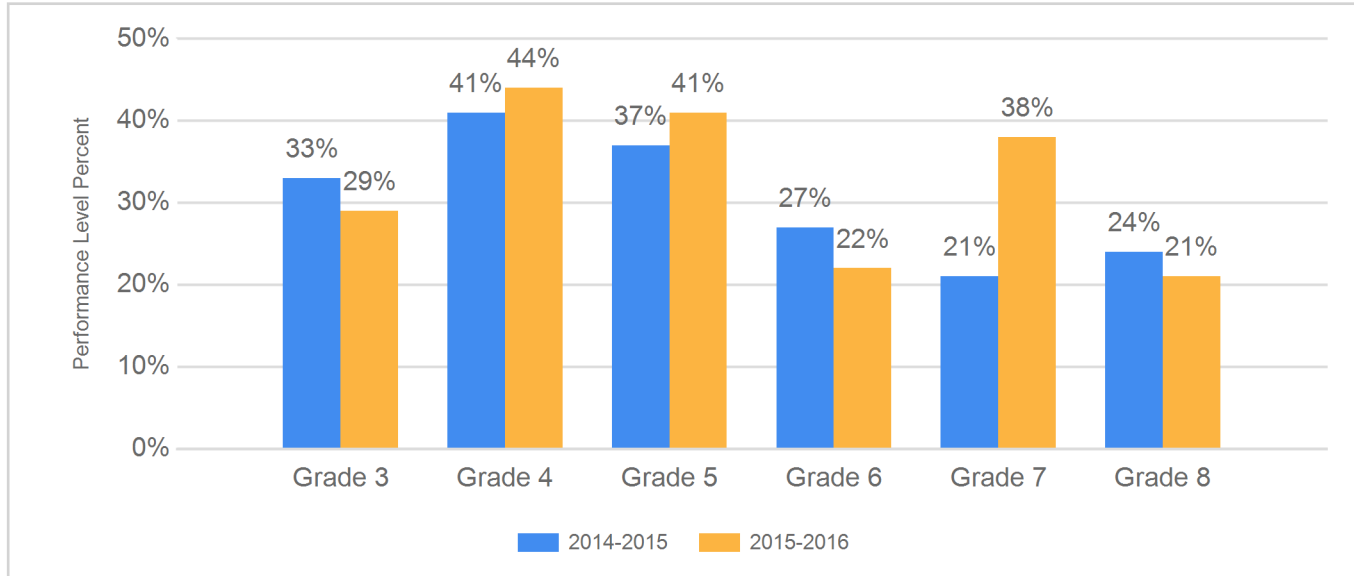
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



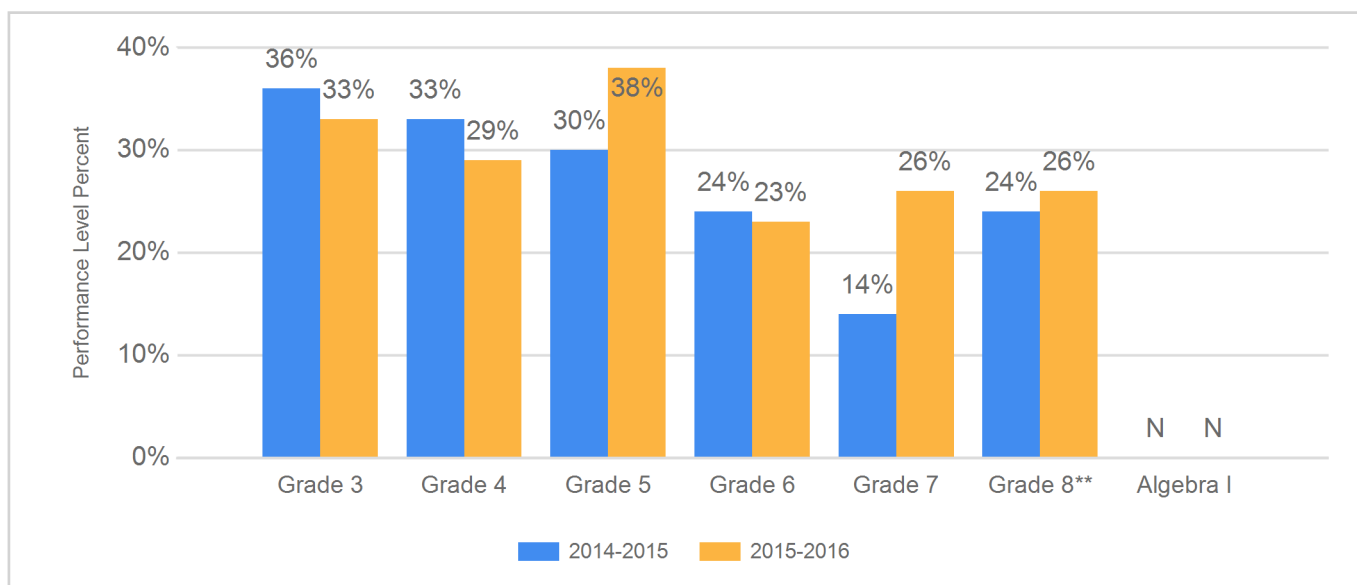
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

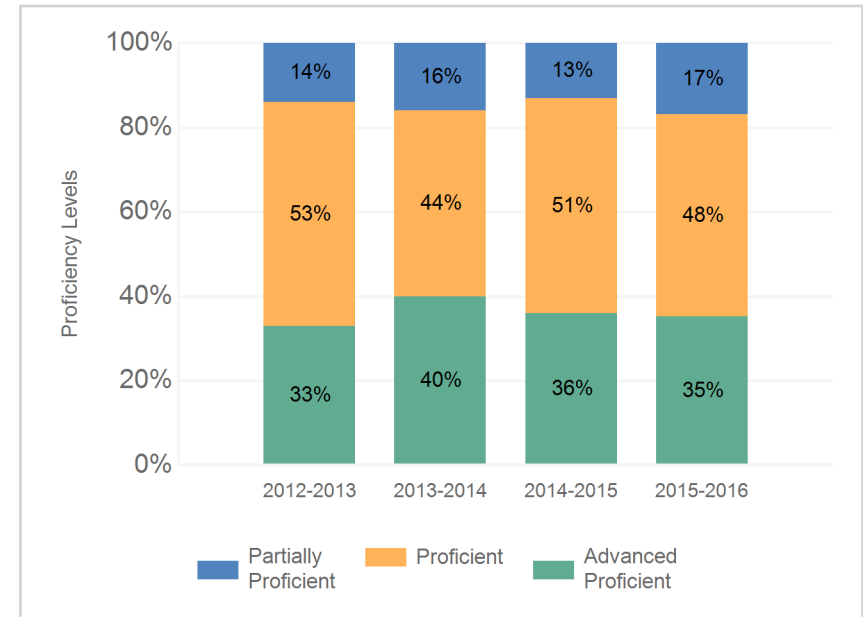
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	35%	48%	17%
White	44%	48%	9%
African American	13%	53%	34%
Hispanic	36%	46%	18%
American Indian	S	S	S
Asian	43%	48%	9%
Two or More Races	S	S	S
Students with Disability	6%	50%	44%
English Language Learners	N	60%	40%
Economically Disadvantaged Students	30%	51%	19%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

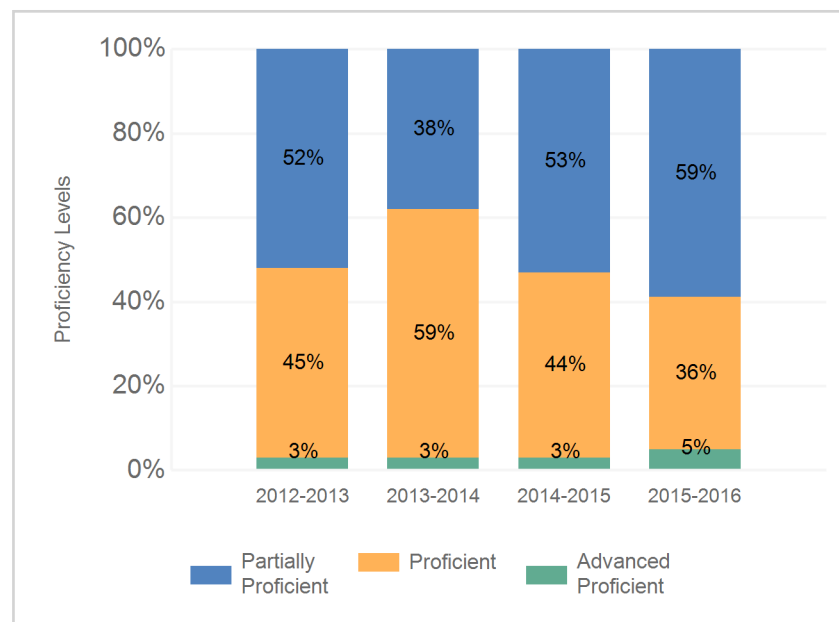
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	5%	36%	59%
White	10%	30%	60%
African American	N	33%	67%
Hispanic	3%	34%	63%
American Indian	N	N	N
Asian	4%	48%	48%
Two or More Races	N	N	N
Students with Disability	N	11%	90%
English Language Learners	N	N	100%
Economically Disadvantaged Students	3%	39%	58%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	54	50
Student Growth on Math	49	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	3%	0%
Partially Met (L2)	13%	9%	2%
Approached (L3)	11%	12%	7%
Met (L4)	5%	15%	13%
Exceeded (L5)	0%	0%	4%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	14%	7%	5%
Approached (L3)	10%	12%	11%
Met (L4)	5%	8%	15%
Exceeded (L5)	0%	1%	2%



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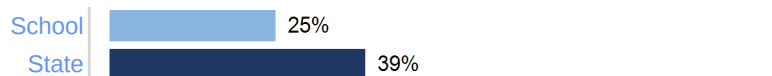
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



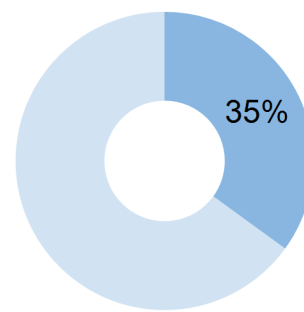
DANCE



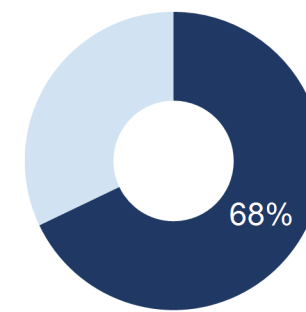
VISUAL ARTS



Any Visual and Performing Arts



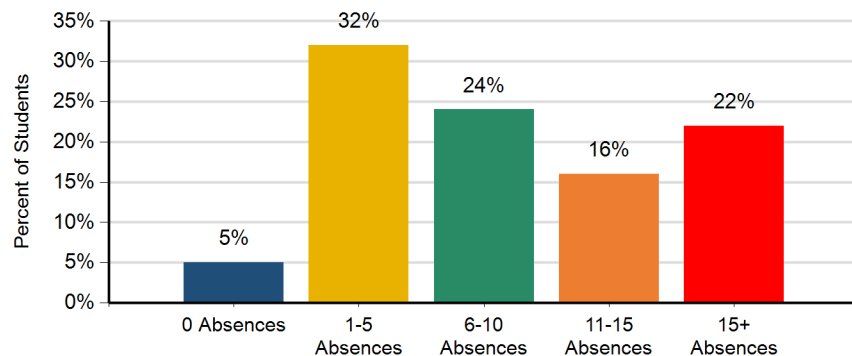
School



State

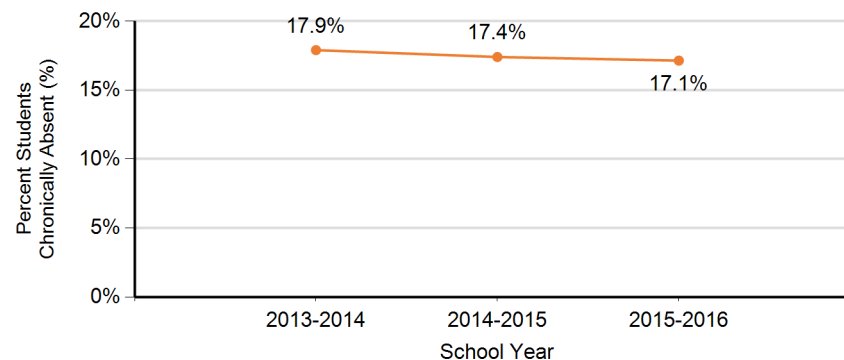
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	473:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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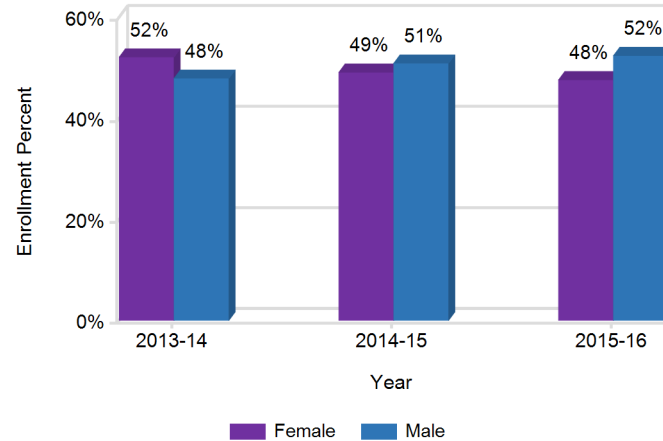
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	38	41	53
Grade KG	40	33	46
Grade 01	26	43	33
Grade 02	20	24	38
Grade 03	16	22	22
Grade 04	20	25	23
Grade 05	17	26	31
Grade 06	40	47	43
Grade 07	59	49	43
Grade 08	79	61	38
UG	29	32	52
Total	384	403	422

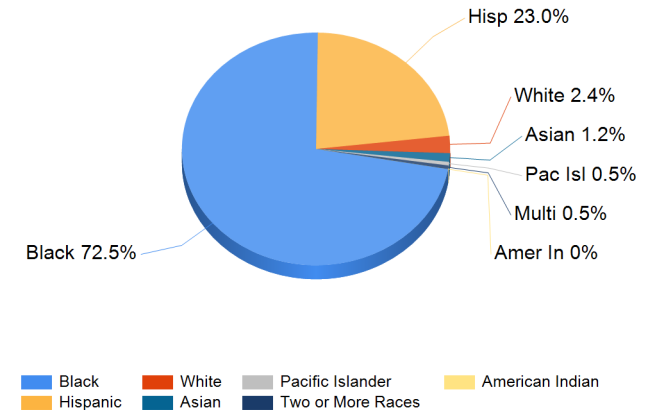
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



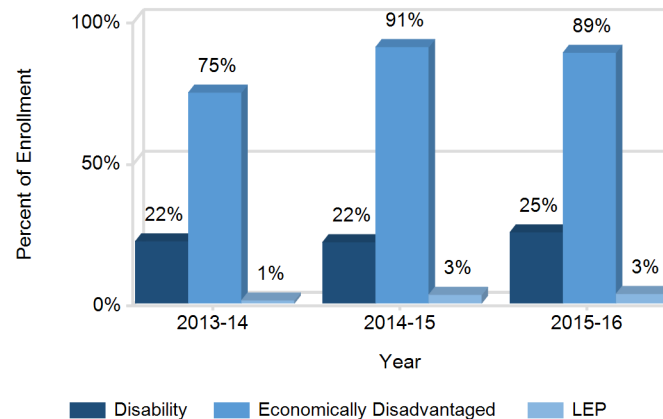
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	86.3%
Spanish	7.3%
Uncoded languages	2.1%
English, Old (ca.450-1100)	0.9%
Catalan	0.7%
Other	2.4%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	14%	7	3
Mathematics Met or Exceeded Expectations	6%	10	2

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	191	14%	3	97%	✓	191	6%	2	97%	✓
White	S	S	S	S		S	S	S	S	
African American	142	11%	10	97%	✓	142	5%	13	97%	✓
Hispanic	44	18%	6	98%	✓	44	7%	3	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	N	N	N	N		N	N	N	N	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	53	6%	13	97%	✓	53	N	3	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	142	16%	7	97%	✓	142	6%	5	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	25	702	735	746	52%	20%	12%	16%	N	16%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	22	701	729	727	55%	18%	14%	14%	N	14%	28%
PARCC MATH											
Schoolwide	25	717	735	749	24%	28%	28%	20%	N	20%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	22	715	730	732	27%	27%	27%	18%	N	18%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	740	750	S	S	S	S	S	S	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	736	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	732	745	S	S	S	S	S	S	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	S	S	730	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	728	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	31	718	743	751	26%	42%	19%	13%	N	13%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	26	718	739	735	23%	46%	15%	15%	N	15%	33%
PARCC MATH											
Schoolwide	S	S	734	747	S	S	S	S	S	S	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	26	716	732	732	27%	42%	19%	12%	N	12%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	742	750	S	S	S	S	S	S	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	S	S	729	732	S	S	S	S	S	S	31%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	738	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	728	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	719	743	753	26%	30%	26%	16%	2%	18%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	S	S	740	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	35	722	739	735	20%	37%	20%	20%	3%	23%	37%
PARCC MATH											
Schoolwide	S	S	730	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	727	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	47	714	736	753	36%	19%	26%	19%	N	19%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	15	720	734	740	40%	N	27%	33%	N	33%	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	16	689	702	715	75%	13%	N	13%	N	13%	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	32	715	734	736	34%	22%	22%	22%	N	22%	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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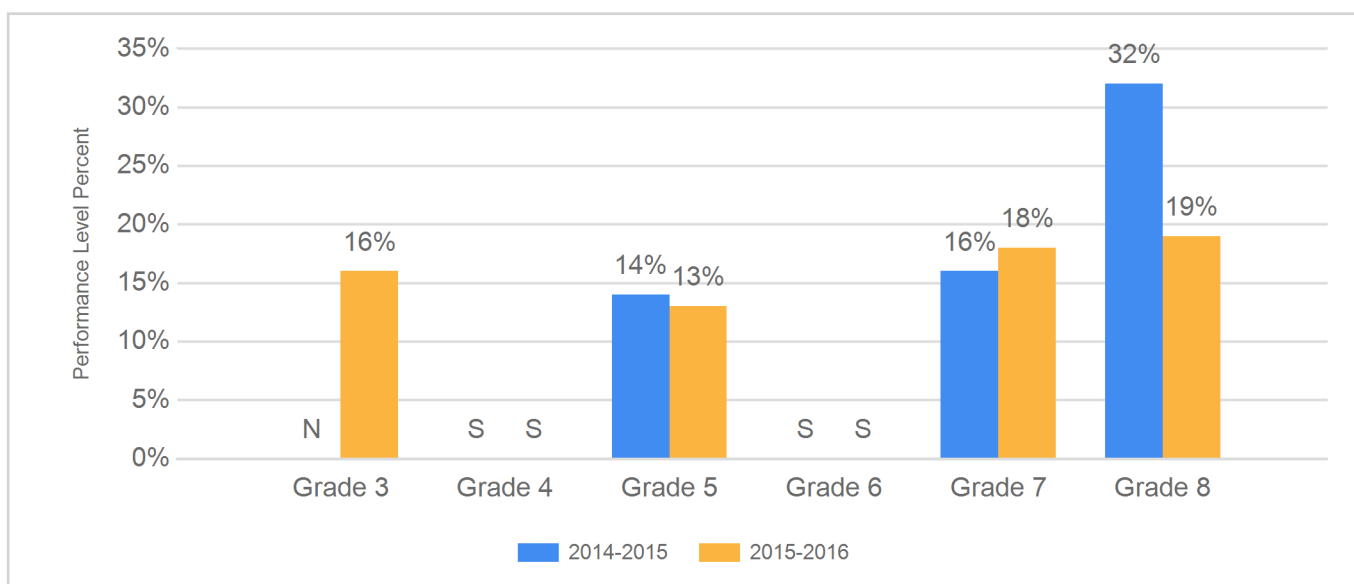
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



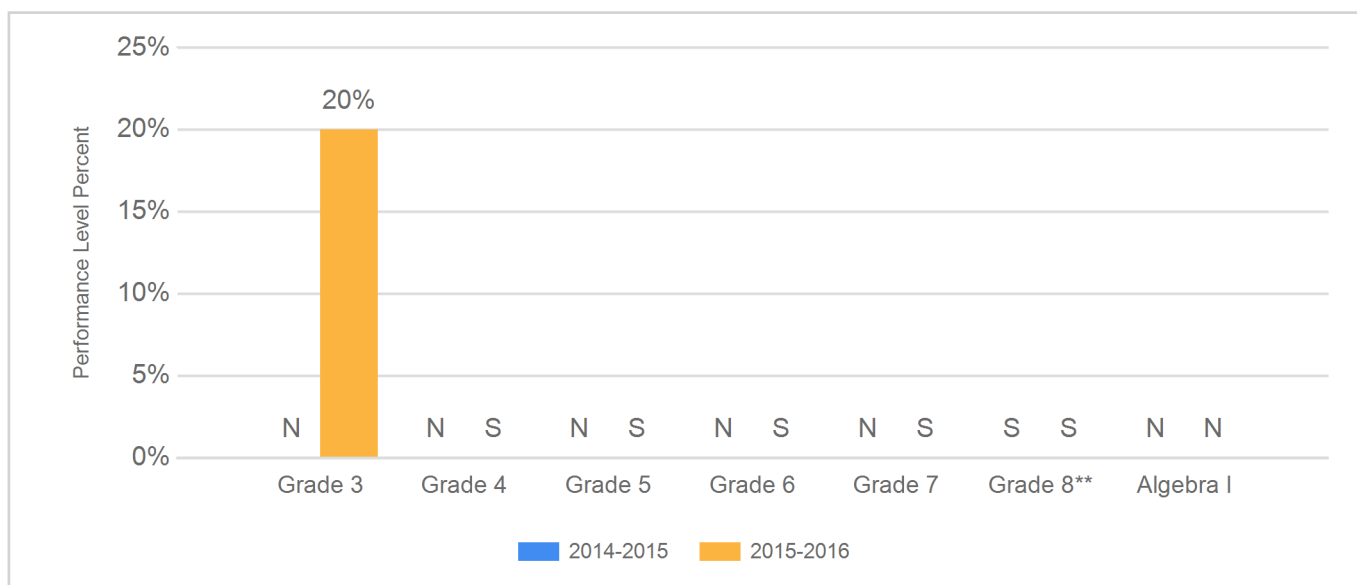
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

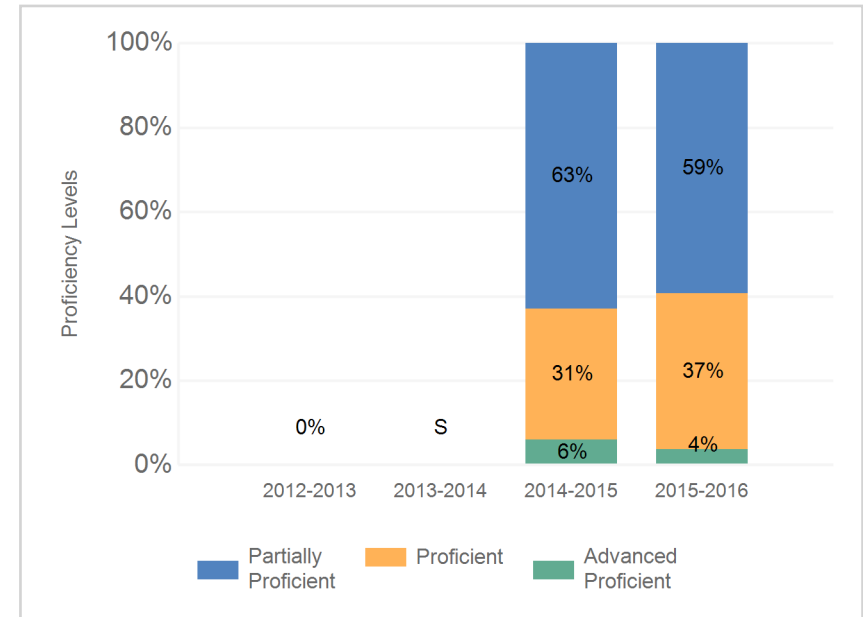
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	4%	37%	59%
White	S	S	S
African American	N	32%	68%
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	4%	33%	63%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

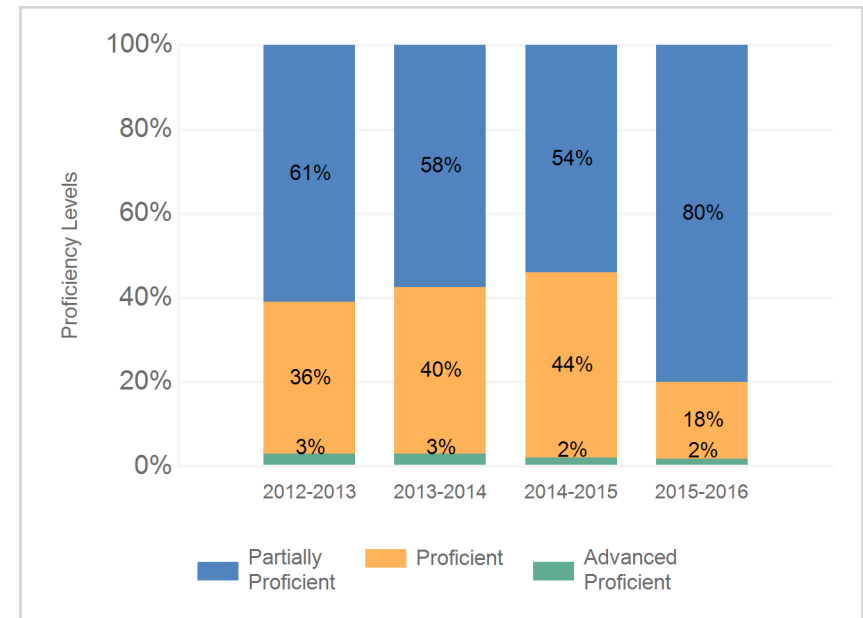
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	2%	18%	80%
White	S	S	S
African American	N	24%	76%
Hispanic	N	13%	87%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	6%	94%
English Language Learners	N	6%	94%
Economically Disadvantaged Students	N	19%	81%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	54	50
Student Growth on Math	29	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	24%	5%	1%
Partially Met (L2)	14%	12%	5%
Approached (L3)	7%	10%	9%
Met (L4)	3%	4%	6%
Exceeded (L5)	0%	0%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	25%	6%	1%
Partially Met (L2)	22%	10%	7%
Approached (L3)	8%	7%	9%
Met (L4)	1%	2%	2%
Exceeded (L5)	0%	0%	0%



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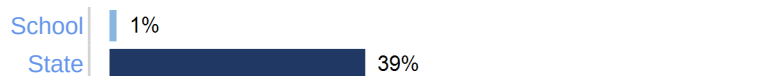
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



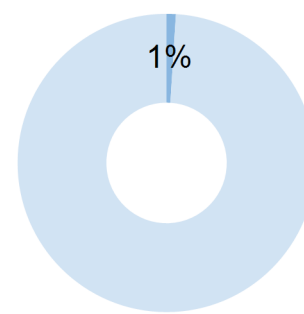
DANCE



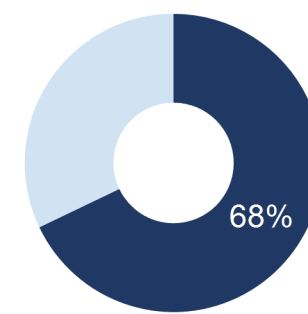
VISUAL ARTS



Any Visual and Performing Arts



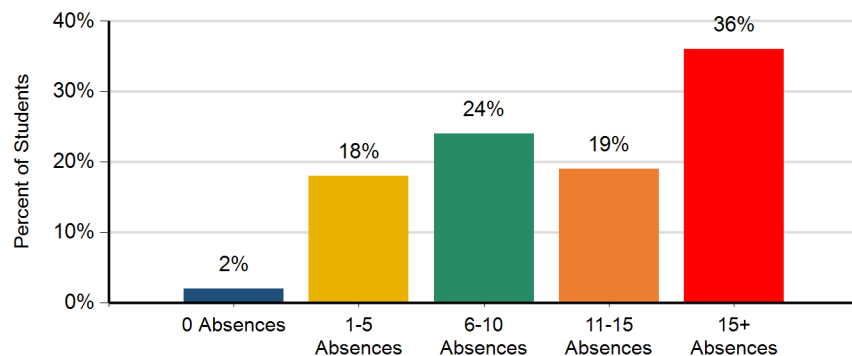
School



State

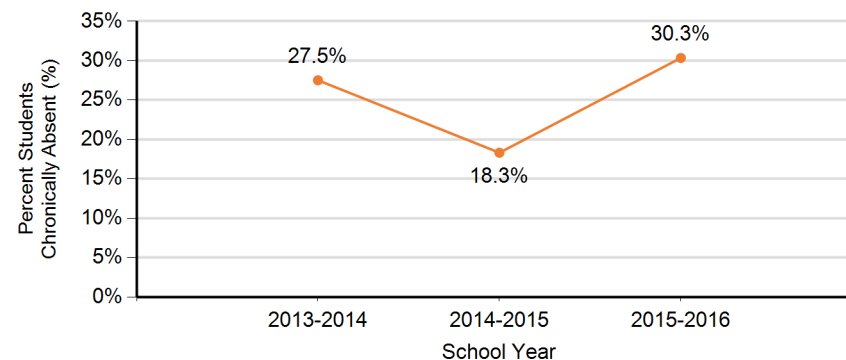
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	422:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	10.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-140

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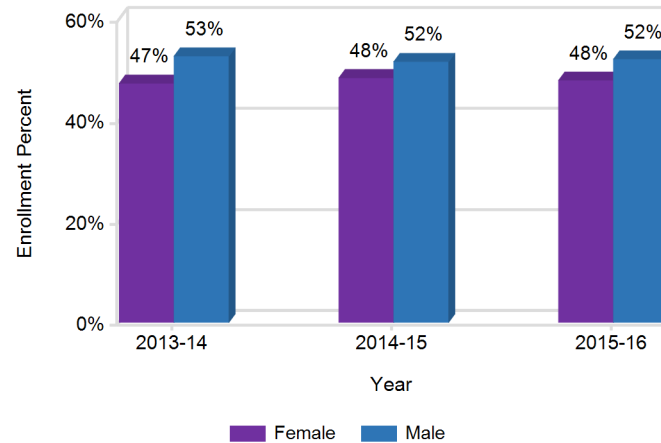
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	59	59	55
Grade KG	96	111	114
Grade 01	109	103	111
Grade 02	101	105	93
Grade 03	92	95	105
Grade 04	78	86	84
Grade 05	87	84	83
Grade 06	80	77	74
Grade 07	41	72	59
Grade 08	58	47	69
UG	13	21	19
Total	814	860	866

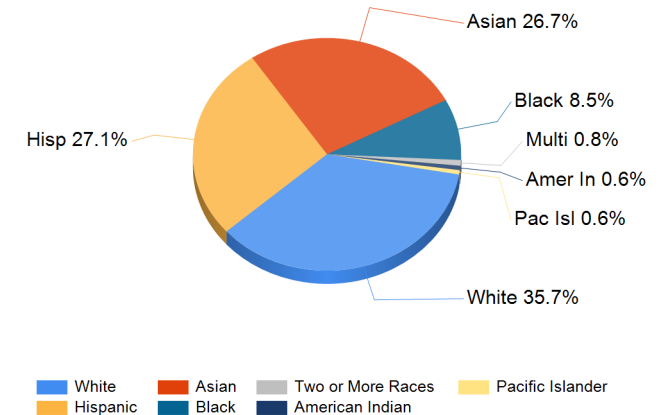
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



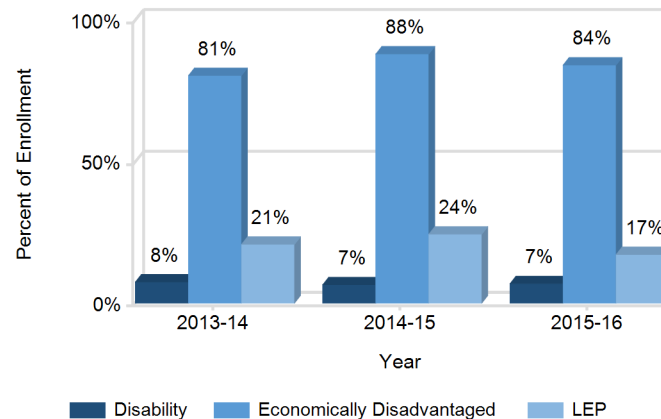
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Arabic	34.4%
English	29.0%
Spanish	14.9%
Urdu	6.0%
Tagalog	3.3%
Other	12.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	62	38
Mathematics Met or Exceeded Expectations	39%	72	34

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	470	48%	38	98%	✓	470	39%	34	98%	✓
White	149	44%	17	99%	✓	150	36%	16	99%	✓
African American	38	34%	46	95%	✓	38	26%	51	95%	✓
Hispanic	150	42%	47	97%	✓	149	26%	28	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	130	63%	29	100%	✓	131	61%	27	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	50	8%	25	100%	✓	48	8%	28	96%	✓
English Learner Students	74	12%	67	100%	✓	74	18%	60	99%	✓
Economically Disadvantaged Students	356	46%	70	98%	✓	355	37%	70	98%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	100	744	735	746	16%	21%	18%	34%	11%	45%	48%
White	32	743	741	756	22%	16%	9%	41%	13%	53%	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	29	732	734	730	14%	35%	28%	17%	7%	24%	31%
Asian	31	757	766	772	10%	16%	16%	42%	16%	58%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	24	708	707	709	42%	29%	13%	17%	N	17%	11%
Economically Disadvantaged Students	78	742	729	727	17%	24%	15%	32%	12%	44%	28%
PARCC MATH											
Schoolwide	104	735	735	749	19%	22%	21%	27%	11%	38%	52%
White	34	732	742	757	27%	24%	18%	24%	9%	32%	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	29	725	733	736	21%	24%	35%	14%	7%	21%	35%
Asian	32	754	767	777	6%	16%	16%	44%	19%	63%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	26	716	720	724	35%	35%	15%	12%	4%	15%	20%
Economically Disadvantaged Students	79	734	730	732	20%	22%	23%	25%	10%	35%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	88	746	740	750	11%	15%	28%	34%	11%	46%	54%
White	33	730	744	759	21%	21%	30%	15%	12%	27%	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	24	763	761	773	4%	13%	21%	46%	17%	63%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	18	717	711	712	33%	11%	44%	11%	N	11%	12%
Economically Disadvantaged Students	68	746	736	734	13%	12%	27%	37%	12%	49%	33%
PARCC MATH											
Schoolwide	92	737	732	745	14%	23%	23%	39%	1%	40%	47%
White	34	730	739	752	21%	27%	24%	27%	3%	29%	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	S	S	730	733	S	S	S	S	S	S	30%
Asian	26	750	756	771	4%	23%	8%	65%	N	65%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	20	729	723	720	10%	30%	35%	25%	N	25%	16%
Economically Disadvantaged Students	70	740	728	730	14%	19%	23%	43%	1%	44%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	84	749	743	751	6%	14%	31%	43%	6%	49%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	27	774	764	773	N	N	22%	59%	19%	78%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	58	744	739	735	5%	19%	38%	35%	3%	38%	33%
PARCC MATH											
Schoolwide	88	743	734	747	7%	19%	30%	38%	7%	44%	47%
White	27	736	740	753	11%	26%	19%	41%	4%	44%	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	26	738	732	735	4%	27%	39%	31%	N	31%	31%
Asian	27	764	760	774	N	N	33%	48%	19%	67%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	13	723	719	721	15%	23%	39%	23%	N	23%	16%
Economically Disadvantaged Students	59	741	732	732	3%	25%	34%	32%	5%	37%	28%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	739	742	750	10%	24%	23%	40%	3%	42%	52%
White	25	734	745	756	16%	24%	20%	40%	N	40%	61%
African American	S	S	729	732	S	S	S	S	S	S	31%
Hispanic	27	735	741	738	7%	30%	26%	37%	N	37%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	61	739	738	735	12%	20%	26%	39%	3%	43%	33%
PARCC MATH											
Schoolwide	82	733	731	743	17%	22%	33%	26%	2%	28%	43%
White	27	729	736	750	26%	19%	26%	30%	N	30%	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	19	753	753	768	N	16%	32%	47%	5%	53%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	744	748	S	S	S	S	S	S	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	63	732	728	728	18%	21%	35%	25%	2%	27%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	746	743	753	10%	12%	26%	40%	12%	52%	56%
White	17	733	750	760	18%	12%	35%	29%	6%	35%	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	19	752	740	739	5%	11%	32%	37%	16%	53%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	40	743	739	735	10%	15%	28%	40%	8%	48%	37%
PARCC MATH											
Schoolwide	61	736	730	740	8%	25%	33%	34%	N	34%	39%
White	20	733	737	747	5%	35%	30%	30%	N	30%	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	19	737	727	729	5%	26%	42%	26%	N	26%	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	41	734	727	727	5%	27%	42%	27%	N	27%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	747	736	753	11%	11%	24%	51%	3%	54%	55%
White	22	740	741	759	18%	9%	23%	50%	N	50%	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	28	749	734	740	7%	14%	18%	57%	4%	61%	43%
Asian	18	754	757	780	6%	6%	39%	44%	6%	50%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	738	756	S	S	S	S	S	S	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	56	748	734	736	11%	9%	29%	48%	4%	52%	38%
**PARCC MATH											
Schoolwide	31	720	714	726	19%	32%	36%	13%	N	13%	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	14	722	717	721	14%	36%	36%	14%	N	14%	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	24	724	714	718	17%	29%	38%	17%	N	17%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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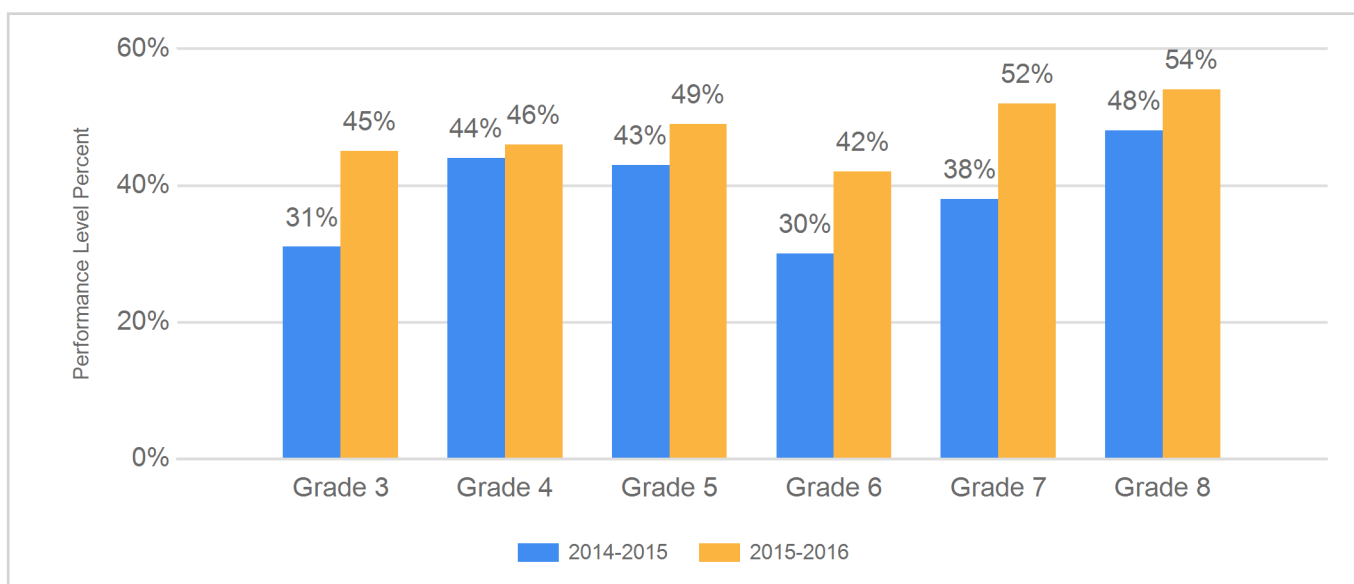
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	758	762	769	2%	5%	23%	70%	N	70%	41%
White	14	756	769	772	7%	7%	21%	64%	N	64%	51%
African American	S	S	750	748	S	S	S	S	S	S	20%
Hispanic	14	752	754	746	N	7%	36%	57%	N	57%	25%
Asian	12	767	775	789	N	N	8%	92%	N	92%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	756	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	33	759	759	746	3%	3%	24%	70%	N	70%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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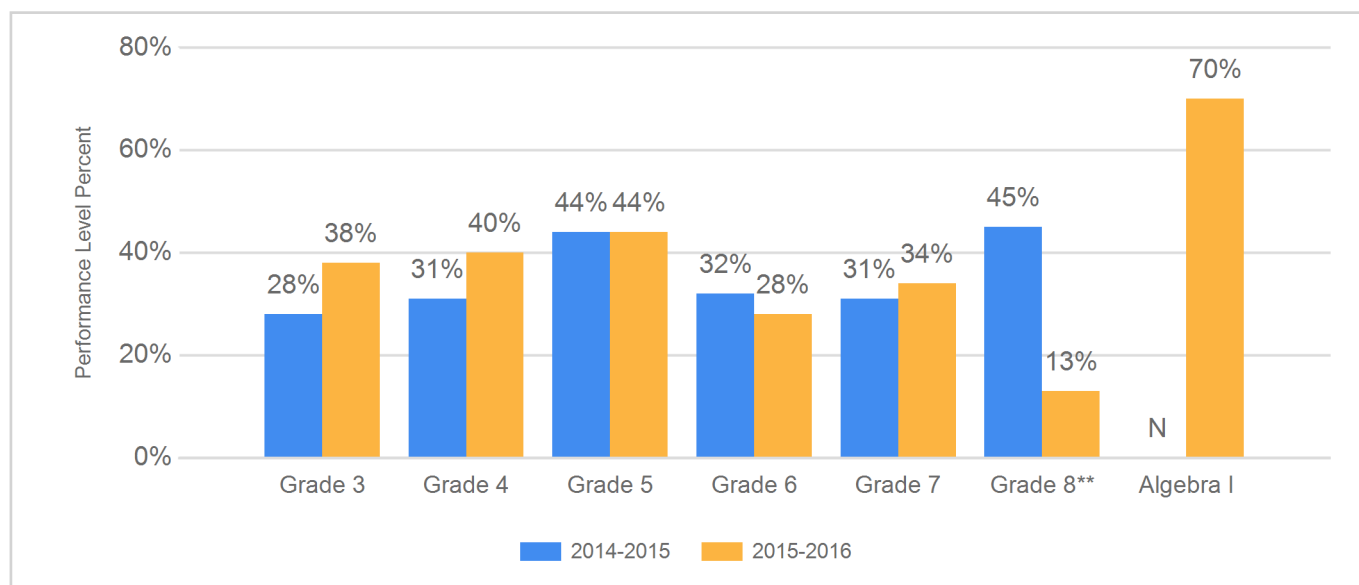
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

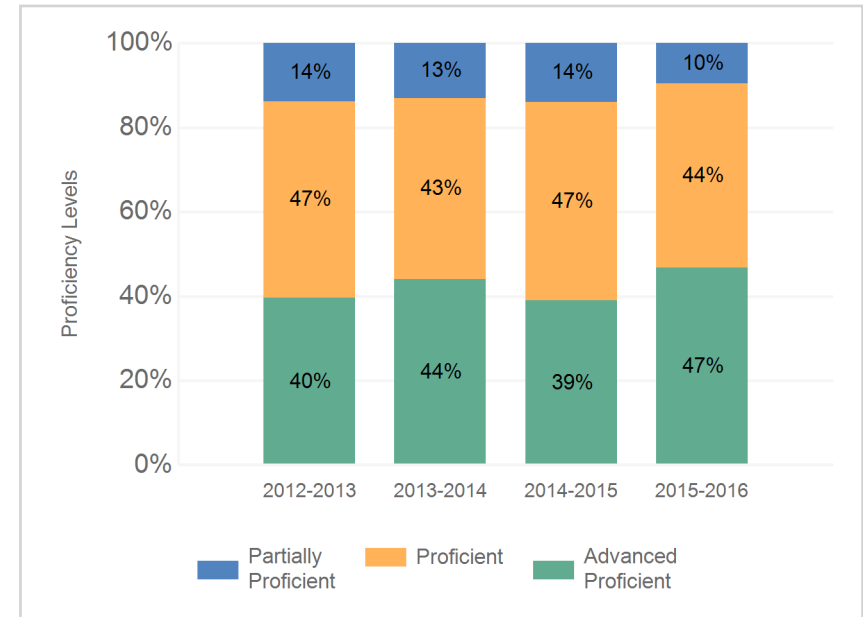
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	47%	44%	10%
White	40%	43%	17%
African American	S	S	S
Hispanic	40%	52%	8%
American Indian	N	N	N
Asian	62%	35%	4%
Two or More Races	N	N	N
Students with Disability	14%	57%	29%
English Language Learners	29%	57%	14%
Economically Disadvantaged Students	49%	42%	9%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

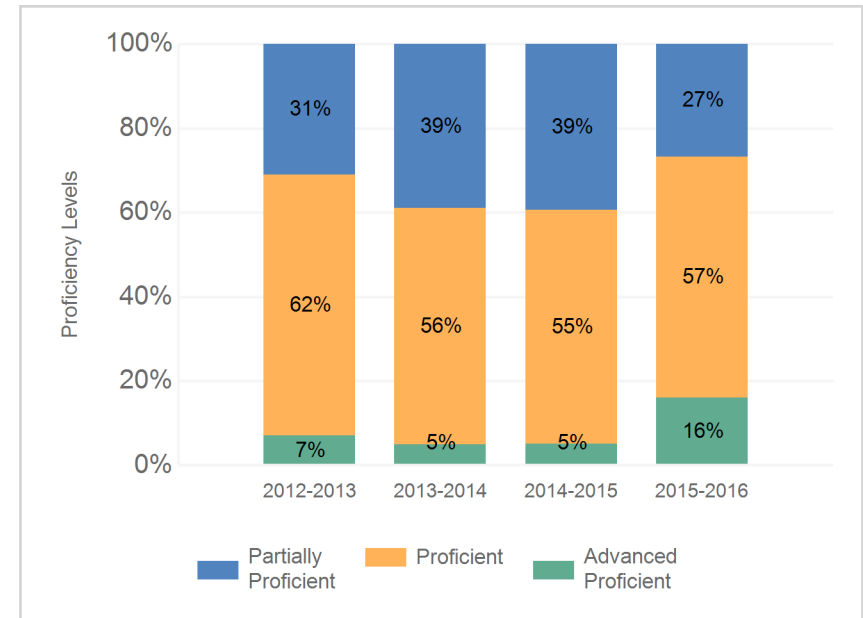
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	16%	57%	27%
White	13%	44%	44%
African American	S	S	S
Hispanic	25%	57%	18%
American Indian	N	N	N
Asian	10%	70%	20%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	15%	59%	27%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	67	54	50
Student Growth on Math	56	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	1%
Partially Met (L2)	5%	6%	3%
Approached (L3)	6%	8%	13%
Met (L4)	4%	11%	31%
Exceeded (L5)	0%	2%	6%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	0%
Partially Met (L2)	9%	10%	5%
Approached (L3)	9%	12%	10%
Met (L4)	5%	7%	22%
Exceeded (L5)	0%	1%	2%



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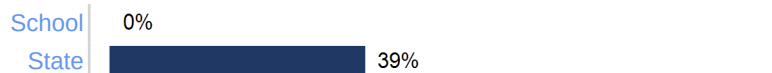
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



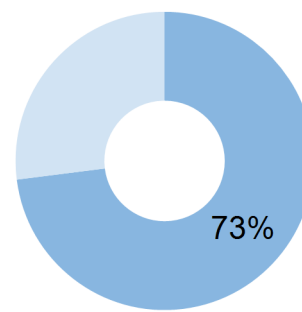
DANCE



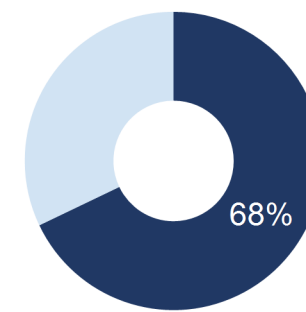
VISUAL ARTS



Any Visual and Performing Arts



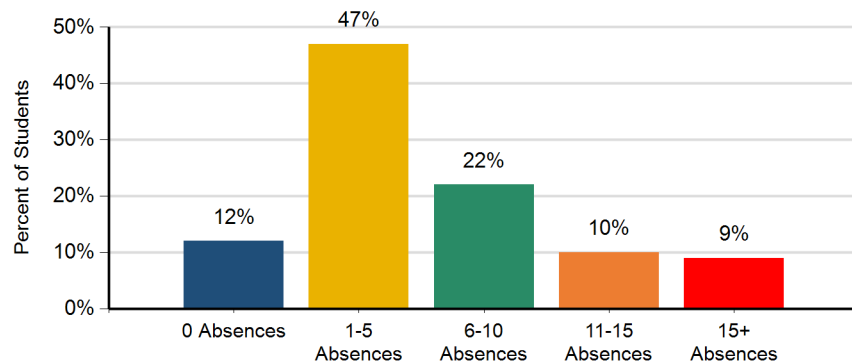
School



State

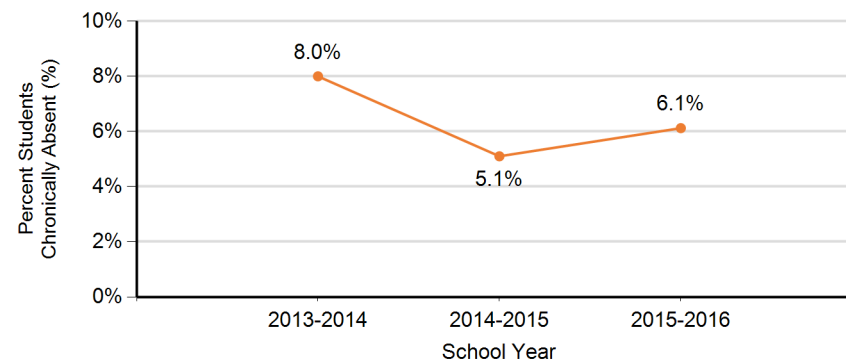
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	13:1
Administrator	433:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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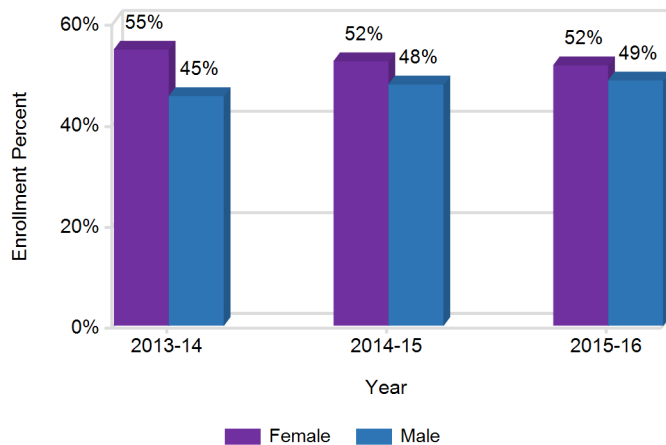
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 06	251	275	237
Grade 07	257	262	276
Grade 08	279	249	252
UG	53	57	43
Total	840	843	808

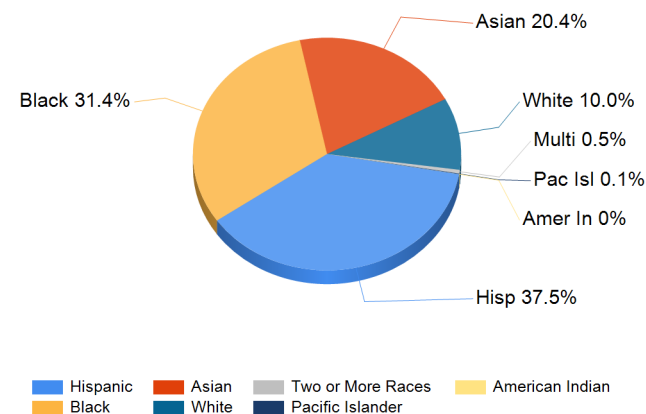
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



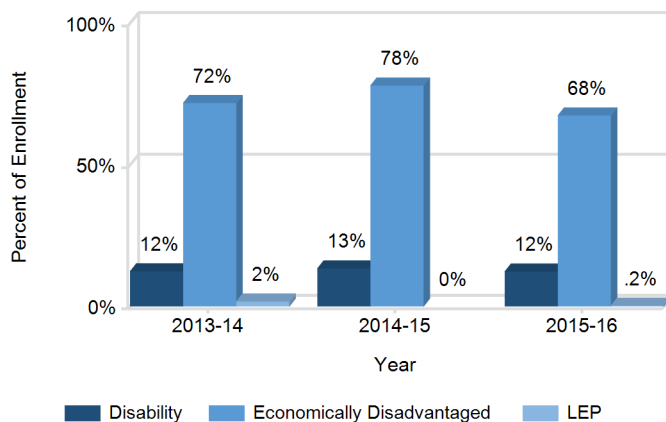
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	50.5%
Spanish	25.9%
Arabic	4.5%
Gujarati	3.5%
Uncoded languages	3.2%
Other	12.1%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	51%	72	44
Mathematics Met or Exceeded Expectations	44%	76	43

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	719	51%	44	88%	X	720	44%	43	89%	X
White	73	75%	82	93%	X	73	70%	79	93%	X
African American	194	36%	47	80%	X	195	31%	56	80%	X
Hispanic	286	36%	37	88%	X	286	26%	30	88%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	162	83%	59	99%	✓	162	80%	54	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	90	10%	25	87%	X	90	8%	24	87%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	409	43%	67	86%	X	410	33%	58	87%	X



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	223	749	742	750	11%	12%	25%	41%	11%	52%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	67	739	729	732	19%	16%	21%	37%	6%	43%	31%
Hispanic	87	740	741	738	12%	17%	35%	29%	8%	37%	37%
Asian	47	773	762	772	2%	2%	11%	62%	23%	85%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	755	755	S	S	S	S	S	S	60%
Students with Disability	22	712	708	719	64%	5%	18%	9%	5%	14%	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	137	742	738	735	15%	15%	26%	38%	7%	45%	33%
PARCC MATH											
Schoolwide	225	741	731	743	12%	23%	22%	33%	10%	43%	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	67	732	718	724	19%	25%	19%	30%	6%	36%	20%
Hispanic	87	728	728	730	16%	35%	23%	23%	3%	26%	26%
Asian	47	770	753	768	N	4%	19%	51%	26%	77%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	744	748	S	S	S	S	S	S	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	138	732	728	728	15%	30%	23%	25%	7%	32%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	255	746	743	753	17%	14%	17%	30%	23%	53%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	61	721	727	733	36%	18%	13%	23%	10%	33%	35%
Hispanic	105	738	740	739	18%	18%	25%	25%	14%	39%	41%
Asian	60	776	769	781	N	7%	8%	45%	40%	85%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	143	736	739	735	25%	13%	20%	27%	15%	43%	37%
PARCC MATH											
Schoolwide	259	738	730	740	15%	21%	25%	32%	7%	39%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	61	721	719	724	25%	30%	21%	23%	2%	25%	19%
Hispanic	108	727	727	729	19%	31%	30%	19%	3%	21%	23%
Asian	60	763	753	763	2%	2%	25%	53%	18%	72%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	708	744	S	S	S	S	S	S	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	146	728	727	727	21%	23%	29%	26%	1%	27%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	234	744	736	753	16%	17%	18%	39%	10%	49%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	62	730	724	732	19%	23%	24%	29%	5%	34%	34%
Hispanic	91	730	734	740	25%	22%	21%	26%	6%	32%	43%
Asian	55	775	757	780	2%	4%	13%	60%	22%	82%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	S	756	S	S	S	S	S	S	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	121	737	734	736	17%	21%	19%	39%	4%	43%	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	675	726	S	S	S	S	S	S	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



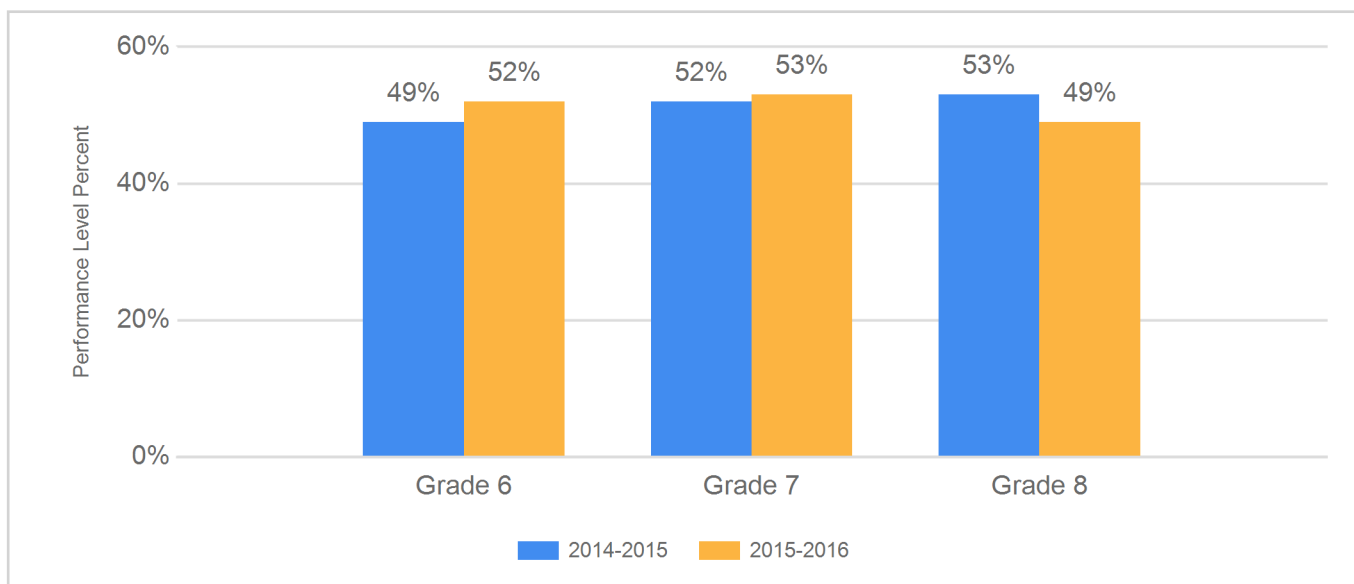
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	129	774	762	769	2%	2%	12%	74%	10%	85%	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	23	759	750	748	4%	N	17%	78%	N	78%	20%
Hispanic	31	764	754	746	N	3%	26%	68%	3%	71%	25%
Asian	52	783	775	789	2%	2%	2%	81%	14%	94%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	S	S	756	776	S	S	S	S	S	S	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	53	767	759	746	2%	2%	17%	74%	6%	79%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



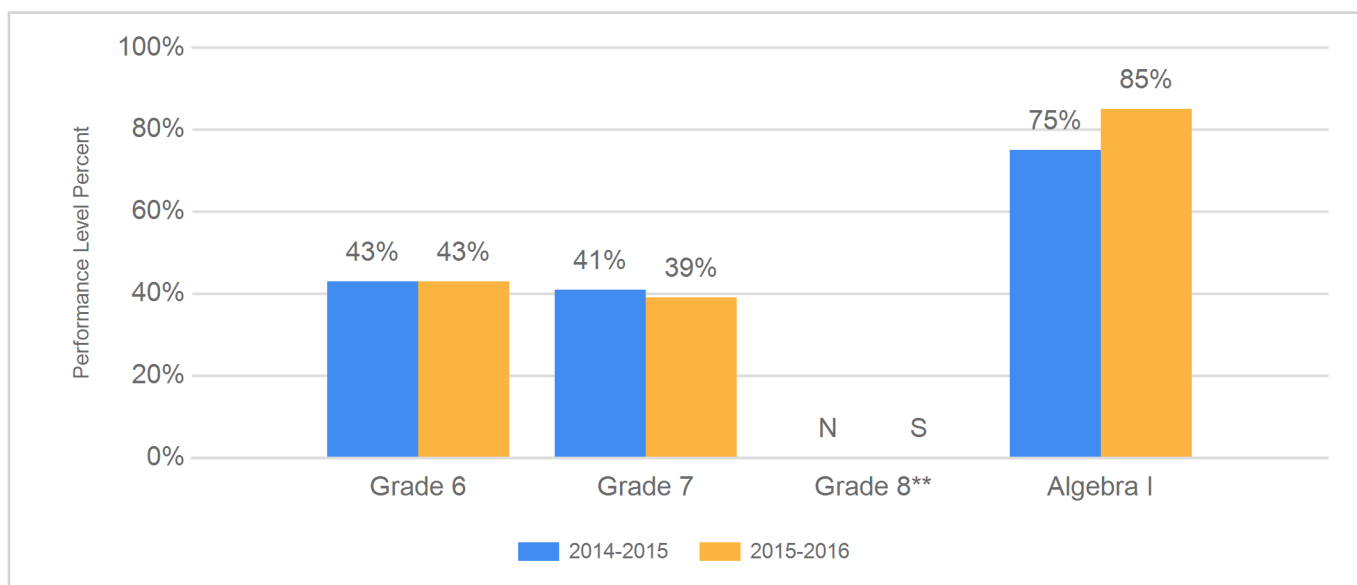
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

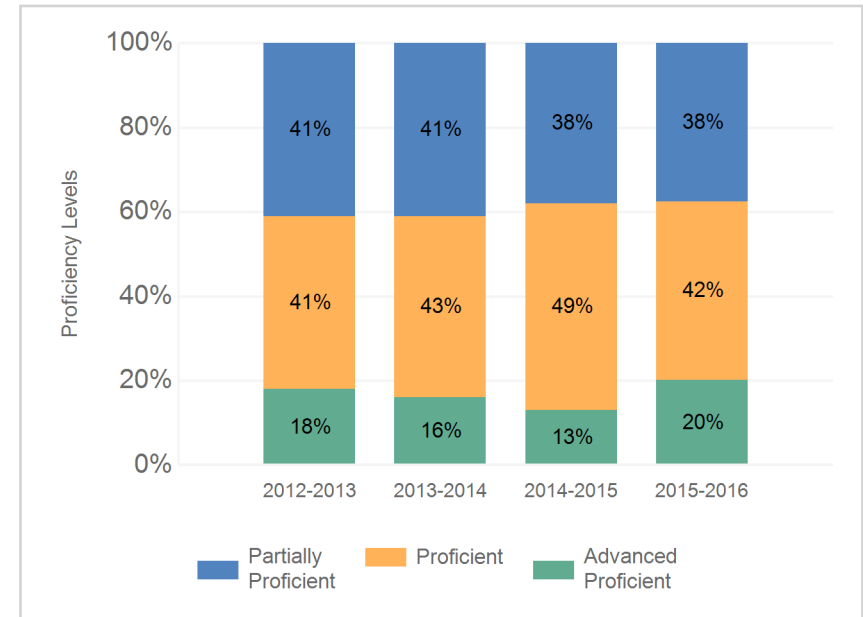
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	20%	42%	38%
White	59%	26%	15%
African American	5%	46%	49%
Hispanic	10%	37%	53%
American Indian	N	N	N
Asian	39%	55%	5%
Two or More Races	S	S	S
Students with Disability	4%	8%	88%
English Language Learners	S	S	S
Economically Disadvantaged Students	13%	44%	43%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





State of New Jersey
2015-2016

Grade Span 06-08

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	40	54	50
Student Growth on Math	30	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	1%	0%
Partially Met (L2)	9%	4%	1%
Approached (L3)	11%	7%	3%
Met (L4)	13%	16%	10%
Exceeded (L5)	1%	6%	9%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	3%	0%
Partially Met (L2)	14%	6%	2%
Approached (L3)	15%	5%	2%
Met (L4)	11%	10%	9%
Exceeded (L5)	1%	2%	5%



State of New Jersey
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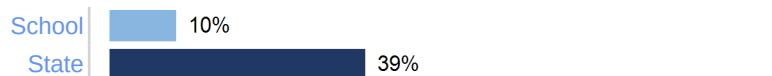
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



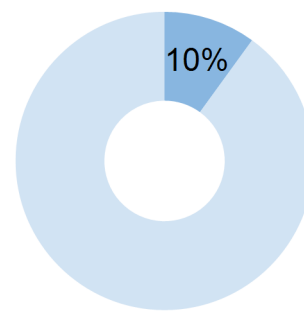
DANCE



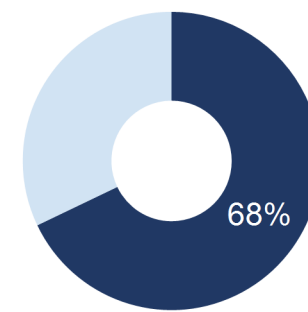
VISUAL ARTS



Any Visual and Performing Arts



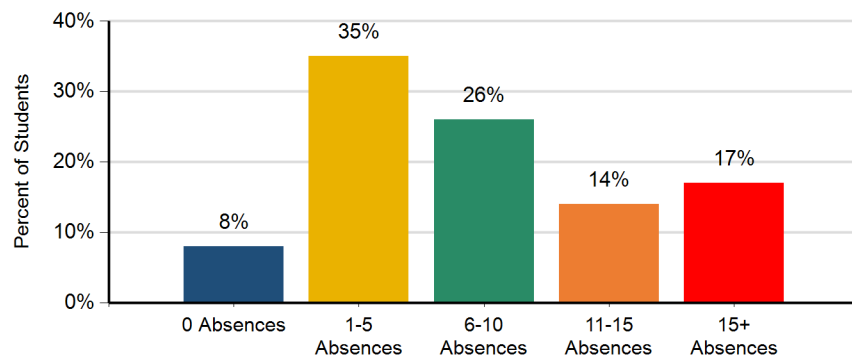
School



State

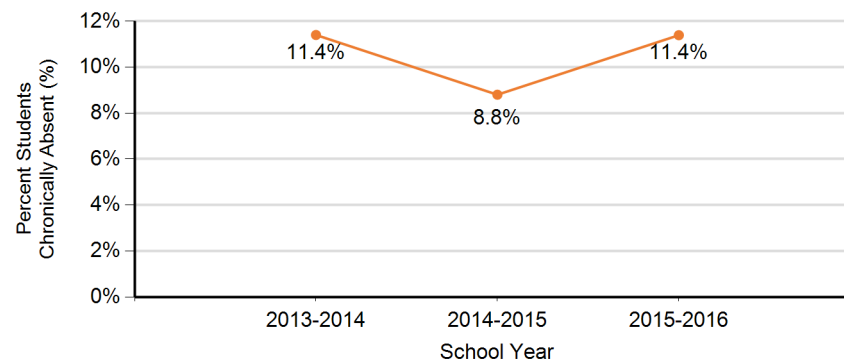
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	404:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	9.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	93%



State of New Jersey
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Grade Span 3F-05

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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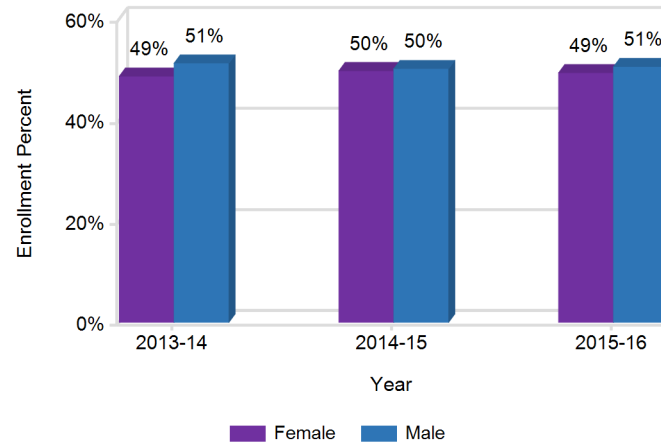
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	138	140	132
Grade KG	106	109	98
Grade 01	107	108	95
Grade 02	108	100	94
Grade 03	115	111	116
Grade 04	127	103	104
Grade 05	106	115	97
UG	25	20	21
Total	832	806	757

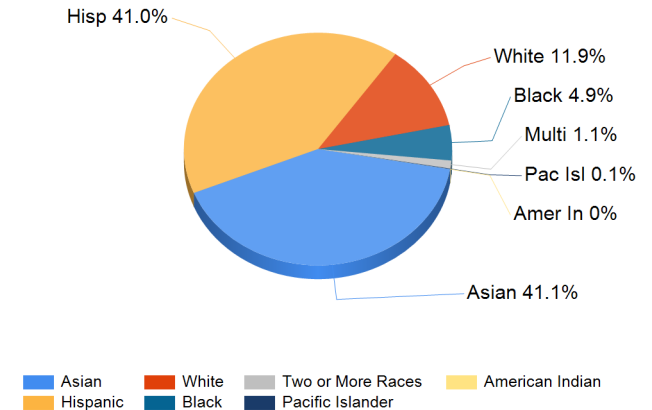
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



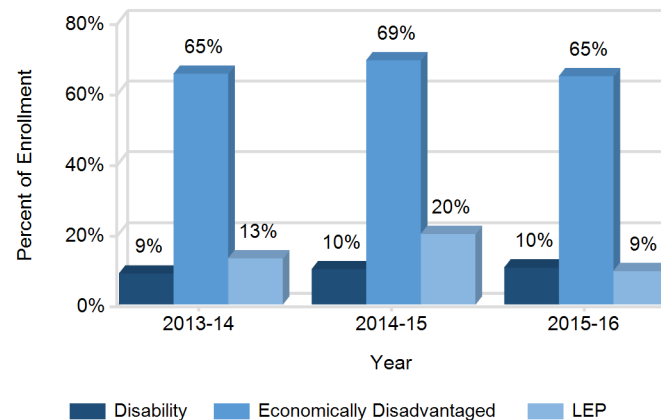
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	35.7%
Spanish	20.2%
Gujarati	14.0%
Arabic	6.5%
Hindi	4.9%
Other	18.5%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	54%	83	49
Mathematics Met or Exceeded Expectations	47%	86	48

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	313	54%	49	97%	✓	313	47%	48	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	149	41%	47	98%	✓	149	31%	43	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	113	78%	47	98%	✓	113	74%	40	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	37	11%	13	93%	✗	37	16%	40	93%	✗
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	227	48%	74	99%	✓	227	39%	73	99%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	114	761	735	746	9%	13%	19%	39%	20%	59%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	52	744	734	730	14%	21%	21%	37%	8%	44%	31%
Asian	44	785	766	772	5%	5%	9%	43%	39%	82%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	80	754	729	727	9%	16%	23%	41%	11%	53%	28%
PARCC MATH											
Schoolwide	119	758	735	749	7%	15%	23%	34%	22%	56%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	55	741	733	736	9%	24%	29%	31%	7%	38%	35%
Asian	46	783	767	777	2%	4%	13%	39%	41%	80%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	12	724	720	724	25%	25%	25%	25%	N	25%	20%
Economically Disadvantaged Students	83	751	730	732	7%	17%	29%	33%	15%	47%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	103	748	740	750	8%	18%	24%	35%	15%	50%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	52	742	739	737	10%	21%	33%	27%	10%	37%	37%
Asian	40	763	761	773	N	15%	10%	50%	25%	75%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	74	741	736	734	10%	20%	30%	34%	7%	41%	33%
PARCC MATH											
Schoolwide	106	743	732	745	8%	28%	19%	38%	8%	45%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	53	734	730	733	9%	40%	19%	28%	4%	32%	30%
Asian	42	760	756	771	N	14%	21%	50%	14%	64%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	75	735	728	730	9%	36%	20%	31%	4%	35%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	97	753	743	751	4%	9%	33%	42%	11%	54%	53%
White	13	748	747	758	8%	N	46%	46%	N	46%	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	49	746	741	738	2%	16%	37%	39%	6%	45%	37%
Asian	28	768	764	773	7%	4%	14%	46%	29%	75%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	747	759	S	S	S	S	S	S	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	76	748	739	735	5%	8%	37%	45%	5%	50%	33%
PARCC MATH											
Schoolwide	101	743	734	747	6%	27%	29%	29%	10%	39%	47%
White	13	747	740	753	N	23%	39%	39%	N	39%	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	51	731	732	735	8%	41%	28%	22%	2%	24%	31%
Asian	30	766	760	774	7%	N	23%	40%	30%	70%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	736	754	S	S	S	S	S	S	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	77	740	732	732	5%	30%	31%	27%	7%	34%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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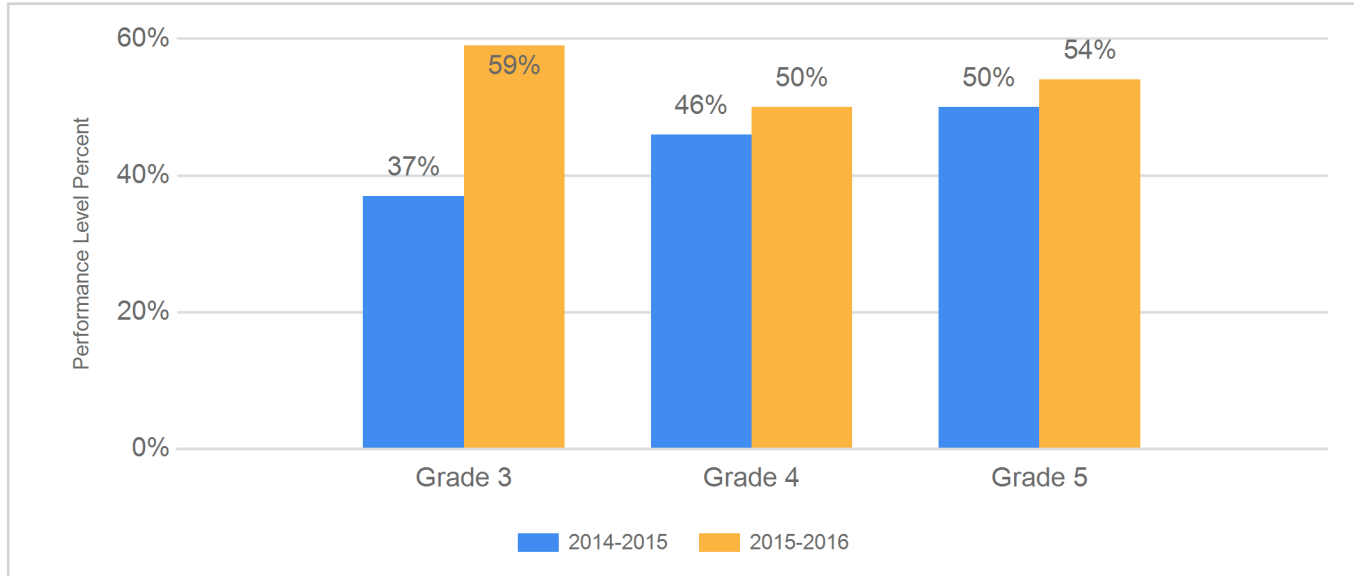
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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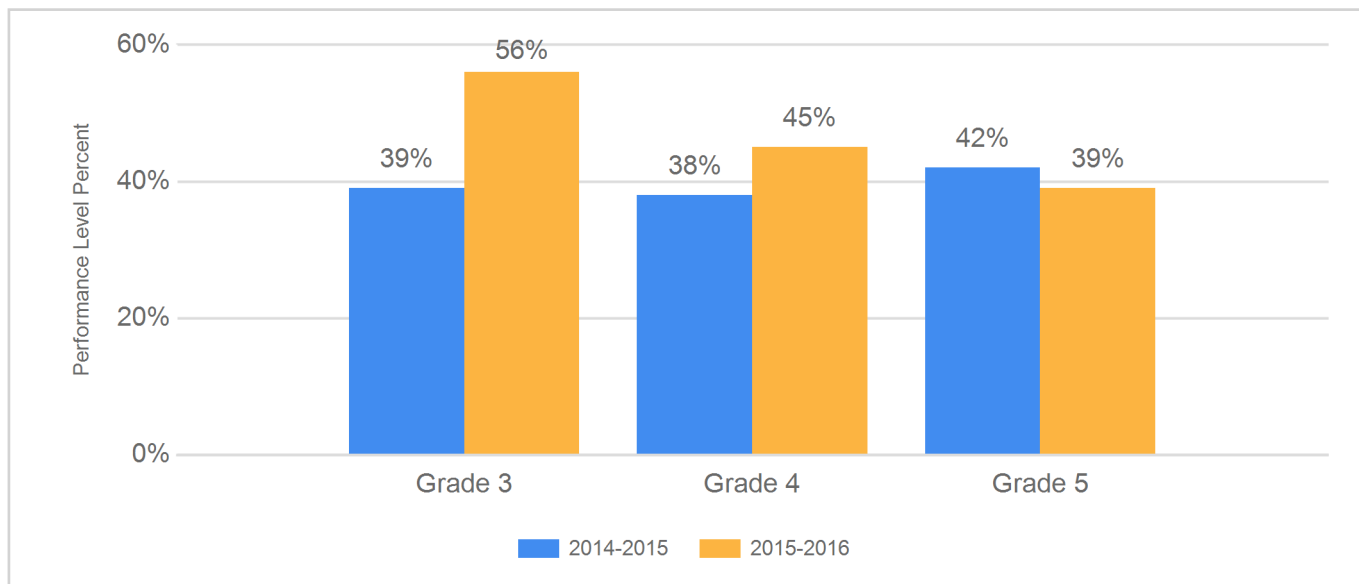
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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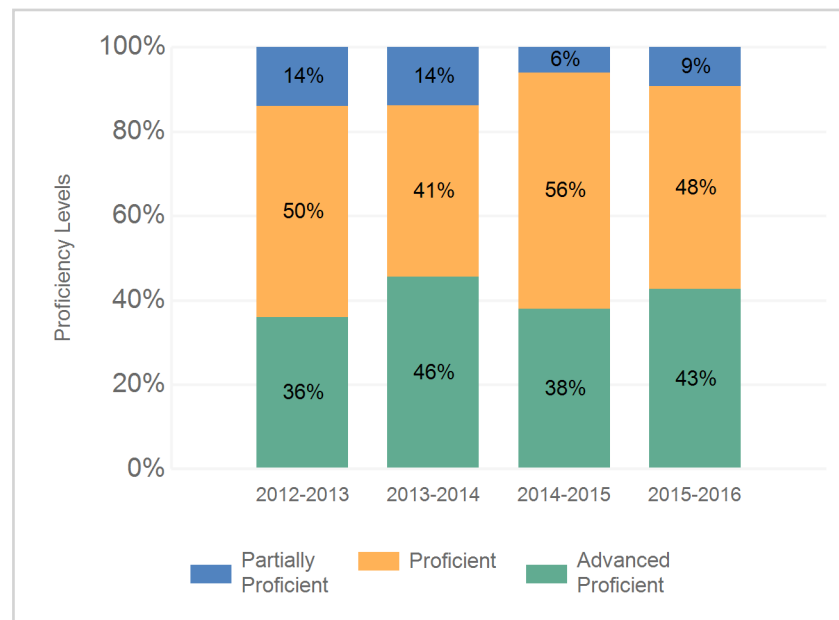
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	43%	48%	9%
White	S	S	S
African American	S	S	S
Hispanic	39%	46%	16%
American Indian	N	N	N
Asian	53%	47%	N
Two or More Races	N	N	N
Students with Disability	21%	57%	21%
English Language Learners	S	S	S
Economically Disadvantaged Students	32%	60%	8%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	49	54	50
Student Growth on Math	41	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	0%	0%
Partially Met (L2)	7%	4%	2%
Approached (L3)	13%	11%	4%
Met (L4)	8%	13%	19%
Exceeded (L5)	1%	4%	8%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	0%
Partially Met (L2)	17%	9%	2%
Approached (L3)	9%	7%	6%
Met (L4)	9%	11%	15%
Exceeded (L5)	0%	2%	6%



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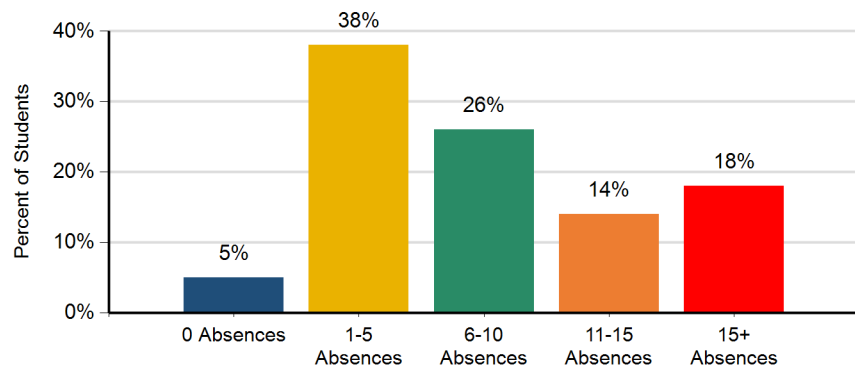
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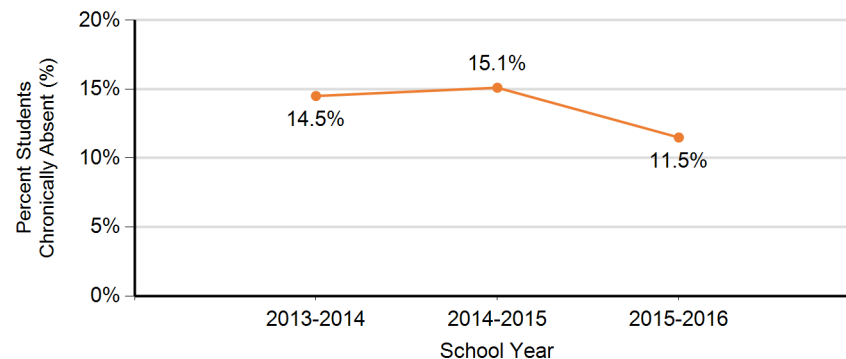
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	757:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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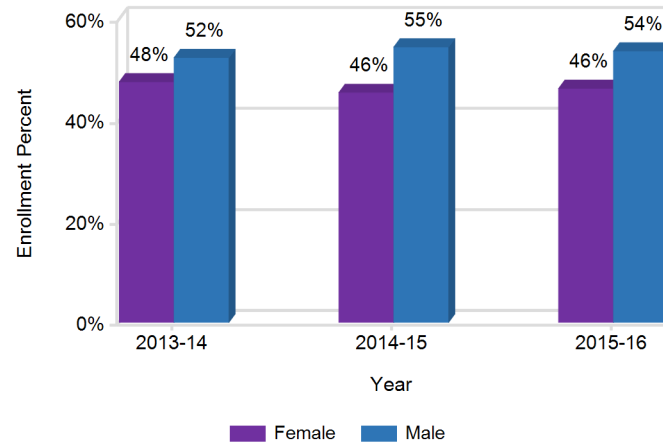
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	55	60	52
Grade KG	60	59	60
Grade 01	89	74	79
Grade 02	64	77	77
Grade 03	69	76	80
Grade 04	49	56	70
Grade 05	67	54	62
Grade 06	36	33	38
Grade 07	35	22	42
Grade 08	0	30	26
UG	39	33	38
Total	563	574	624

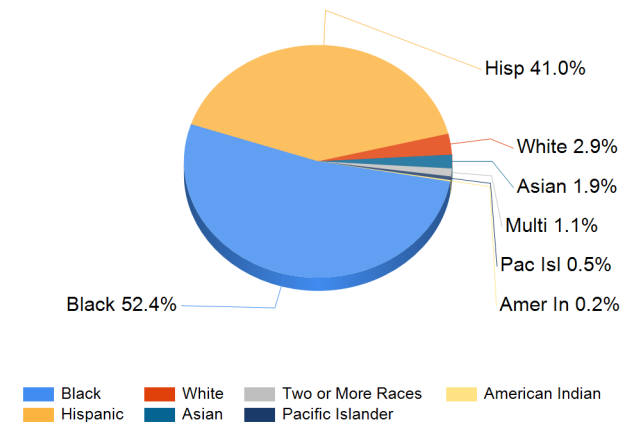
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



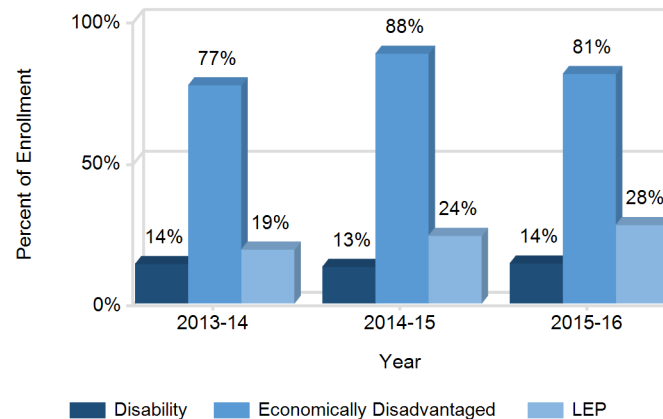
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	62.3%
Spanish	30.0%
Arabic	1.4%
Haitian	1.3%
Creoles and pidgins, French-based	1.1%
Other	3.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	16%	10	3
Mathematics Met or Exceeded Expectations	12%	14	3

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	217	16%	3	88%	X	219	12%	3	90%	X
White	S	S	S	S		S	S	S	S	
African American	159	17%	14	88%	X	159	13%	18	89%	X
Hispanic	49	10%	3	86%	X	51	14%	6	92%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	48	10%	2	94%	X	48	8%	3	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	172	16%	7	88%	X	174	14%	9	90%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	710	735	746	48%	18%	18%	16%	N	16%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	30	707	718	727	53%	10%	20%	17%	N	17%	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	35	708	729	727	51%	20%	11%	17%	N	17%	28%
PARCC MATH											
Schoolwide	50	721	735	749	26%	20%	38%	12%	4%	16%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	30	726	719	730	17%	23%	47%	10%	3%	13%	31%
Hispanic	17	714	733	736	41%	18%	18%	18%	6%	24%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	41	718	730	732	29%	22%	34%	10%	5%	15%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	715	740	750	34%	26%	21%	18%	N	18%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	30	716	729	733	33%	27%	20%	20%	N	20%	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	31	714	736	734	36%	26%	23%	16%	N	16%	33%
PARCC MATH											
Schoolwide	S	S	732	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	S	S	730	733	S	S	S	S	S	S	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	728	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	721	743	751	18%	29%	39%	14%	N	14%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	22	721	739	735	18%	32%	36%	14%	N	14%	33%
PARCC MATH											
Schoolwide	S	S	734	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	709	732	732	41%	35%	14%	10%	N	10%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	742	750	S	S	S	S	S	S	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	729	732	S	S	S	S	S	S	31%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	755	755	S	S	S	S	S	S	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	738	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	744	748	S	S	S	S	S	S	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	728	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	712	743	753	28%	33%	28%	10%	N	10%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	29	709	727	733	35%	31%	24%	10%	N	10%	35%
Hispanic	S	S	740	739	S	S	S	S	S	S	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	S	S	728	748	S	S	S	S	S	S	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	39	714	730	740	23%	46%	18%	13%	N	13%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	29	713	719	724	28%	41%	17%	14%	N	14%	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	S	S	720	736	S	S	S	S	S	S	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	32	715	727	727	25%	44%	16%	16%	N	16%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	724	736	753	29%	14%	32%	25%	N	25%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	S	S	734	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	19	729	734	736	26%	16%	26%	32%	N	32%	38%
**PARCC MATH											
Schoolwide	30	716	714	726	27%	33%	27%	13%	N	13%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	21	717	714	718	24%	33%	24%	19%	N	19%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



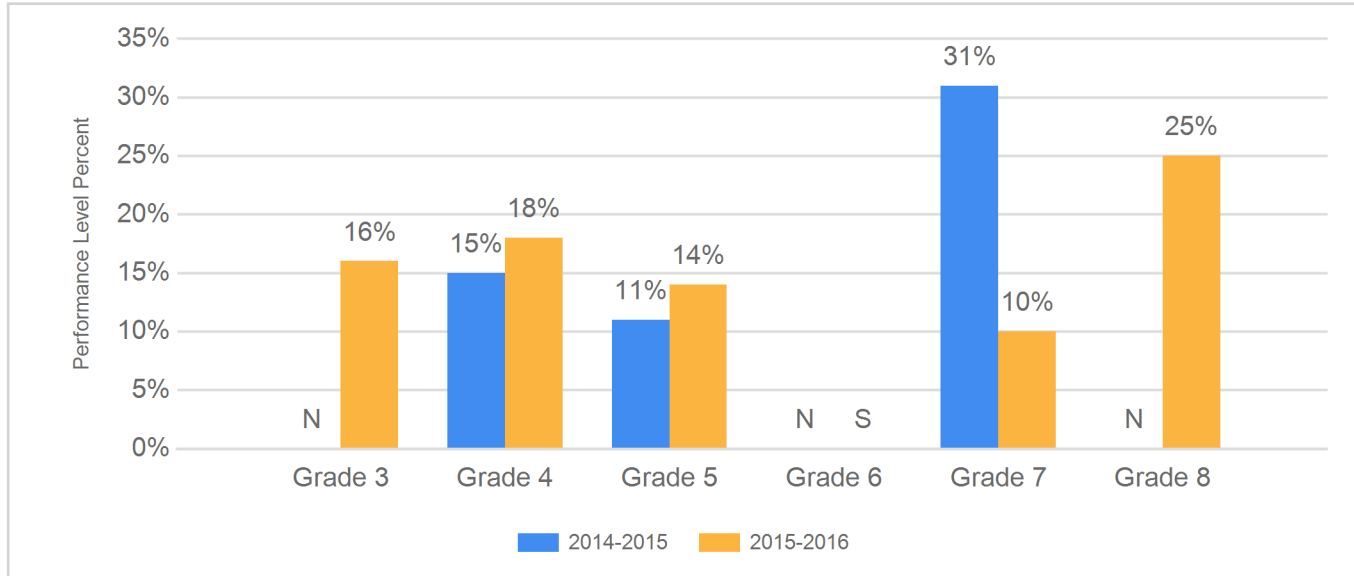
State of New Jersey
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Grade Span 3F-08

17-2390-160
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



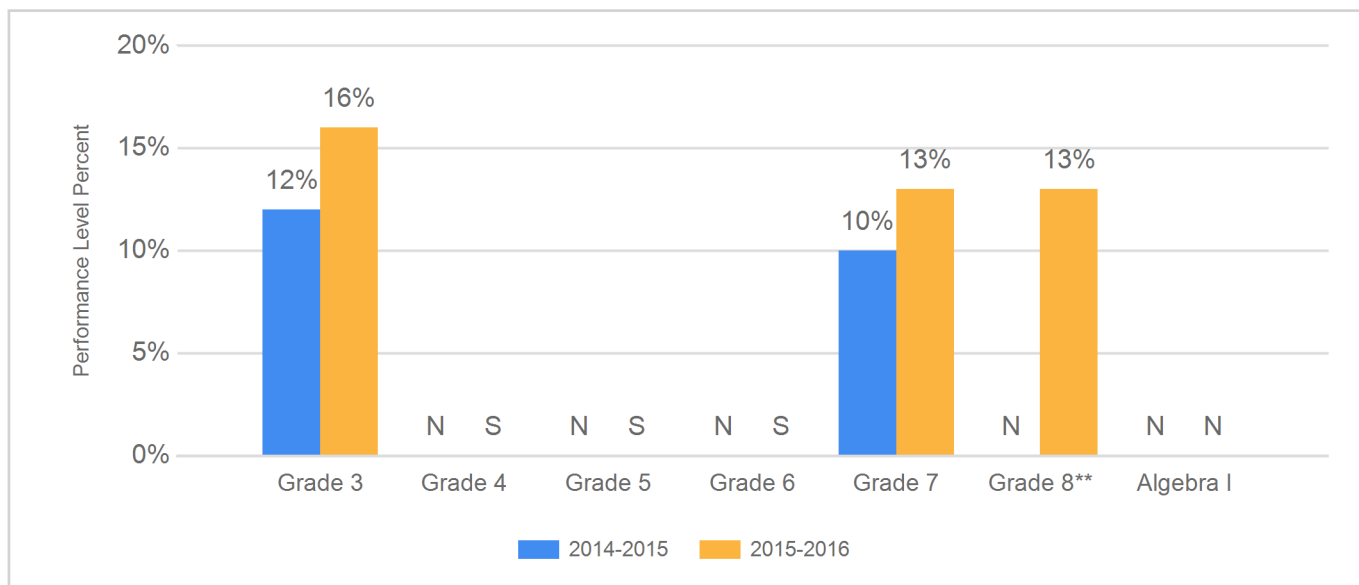
State of New Jersey
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

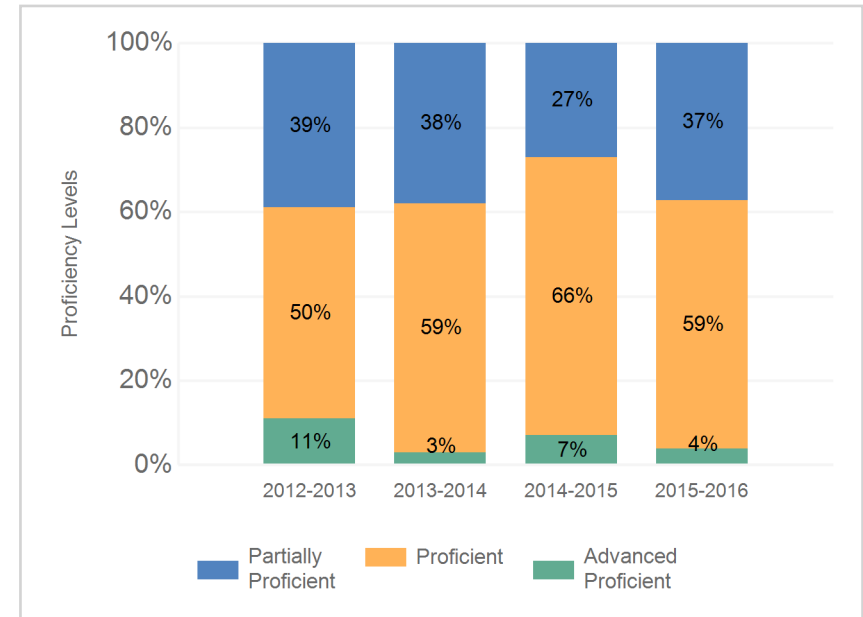
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	4%	59%	37%
White	N	N	N
African American	3%	58%	39%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	3%	60%	38%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

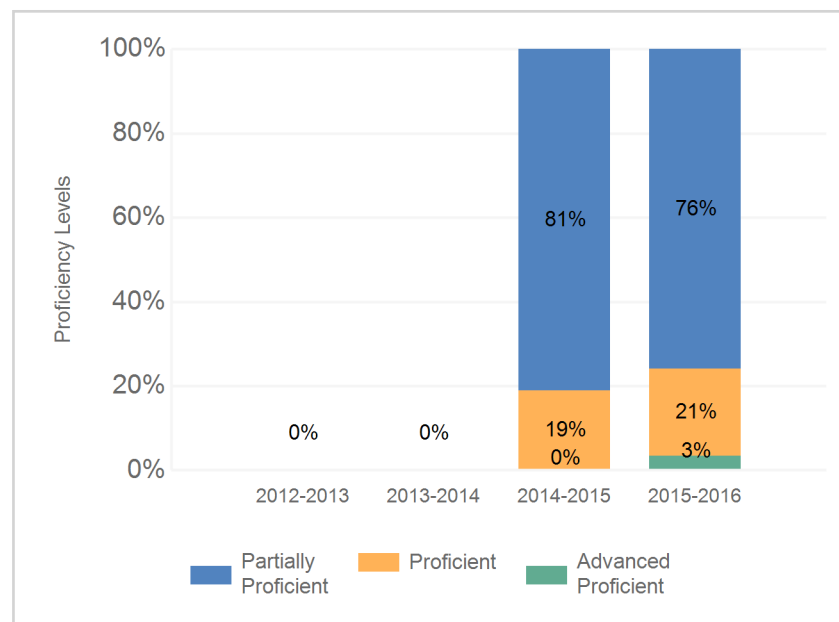
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	3%	21%	76%
White	N	N	N
African American	5%	24%	71%
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	N	29%	71%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	54	50
Student Growth on Math	39	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	23%	2%	0%
Partially Met (L2)	14%	11%	5%
Approached (L3)	8%	17%	5%
Met (L4)	5%	5%	8%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	19%	3%	1%
Partially Met (L2)	15%	17%	8%
Approached (L3)	8%	12%	7%
Met (L4)	1%	2%	7%
Exceeded (L5)	0%	0%	0%



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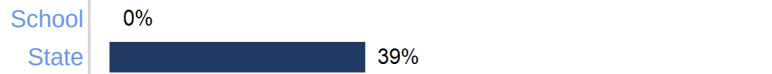
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



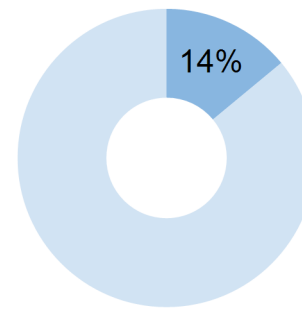
DANCE



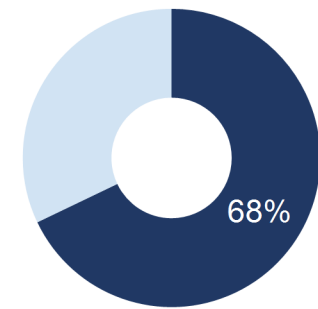
VISUAL ARTS



Any Visual and Performing Arts



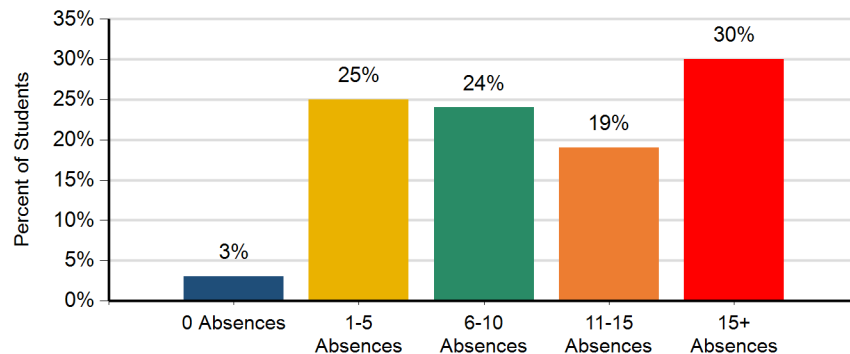
School



State

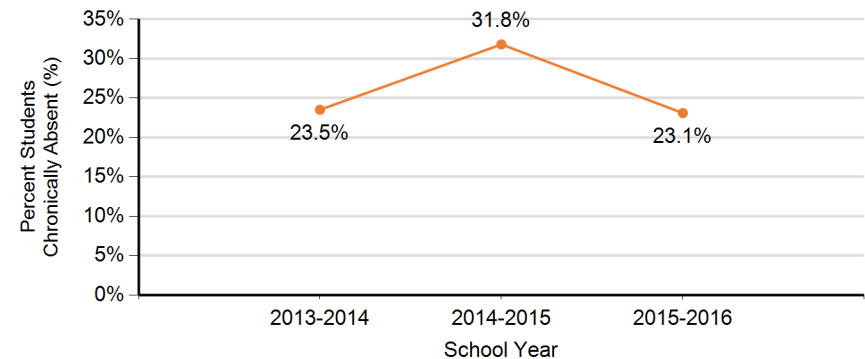
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	624:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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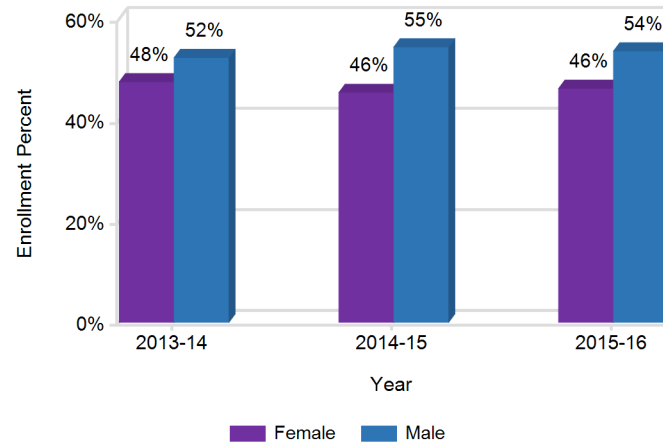
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	55	60	52
Grade KG	60	59	60
Grade 01	89	74	79
Grade 02	64	77	77
Grade 03	69	76	80
Grade 04	49	56	70
Grade 05	67	54	62
Grade 06	36	33	38
Grade 07	35	22	42
Grade 08	0	30	26
UG	39	33	38
Total	563	574	624

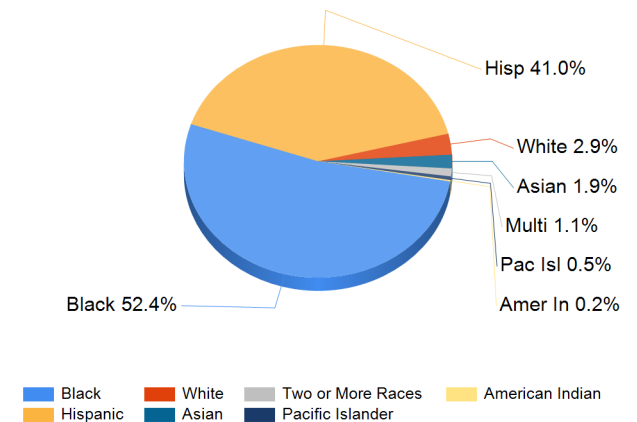
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



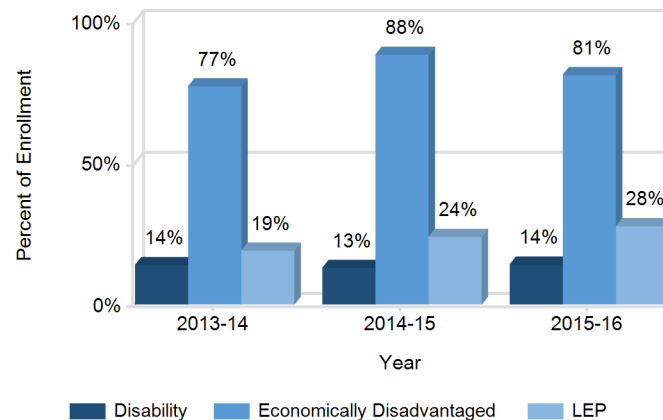
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	62.3%
Spanish	30.0%
Arabic	1.4%
Haitian	1.3%
Creoles and pidgins, French-based	1.1%
Other	3.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	16%	10	3
Mathematics Met or Exceeded Expectations	12%	14	3

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	217	16%	3	88%	X	219	12%	3	90%	X
White	S	S	S	S		S	S	S	S	
African American	159	17%	14	88%	X	159	13%	18	89%	X
Hispanic	49	10%	3	86%	X	51	14%	6	92%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	48	10%	2	94%	X	48	8%	3	94%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	172	16%	7	88%	X	174	14%	9	90%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	710	735	746	48%	18%	18%	16%	N	16%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	30	707	718	727	53%	10%	20%	17%	N	17%	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	35	708	729	727	51%	20%	11%	17%	N	17%	28%
PARCC MATH											
Schoolwide	50	721	735	749	26%	20%	38%	12%	4%	16%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	30	726	719	730	17%	23%	47%	10%	3%	13%	31%
Hispanic	17	714	733	736	41%	18%	18%	18%	6%	24%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	S	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	41	718	730	732	29%	22%	34%	10%	5%	15%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	38	715	740	750	34%	26%	21%	18%	N	18%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	30	716	729	733	33%	27%	20%	20%	N	20%	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	31	714	736	734	36%	26%	23%	16%	N	16%	33%
PARCC MATH											
Schoolwide	S	S	732	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	S	S	730	733	S	S	S	S	S	S	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	728	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	721	743	751	18%	29%	39%	14%	N	14%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	732	733	S	S	S	S	S	S	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	22	721	739	735	18%	32%	36%	14%	N	14%	33%
PARCC MATH											
Schoolwide	S	S	734	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	722	728	S	S	S	S	S	S	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	29	709	732	732	41%	35%	14%	10%	N	10%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
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Grade Span 3F-08

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	742	750	S	S	S	S	S	S	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	729	732	S	S	S	S	S	S	31%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	772	N	N	N	N	N	N	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	755	755	S	S	S	S	S	S	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	738	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	N	N	N	768	N	N	N	N	N	N	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	744	748	S	S	S	S	S	S	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	728	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	712	743	753	28%	33%	28%	10%	N	10%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	29	709	727	733	35%	31%	24%	10%	N	10%	35%
Hispanic	S	S	740	739	S	S	S	S	S	S	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	S	S	728	748	S	S	S	S	S	S	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	739	735	S	S	S	S	S	S	37%
PARCC MATH											
Schoolwide	39	714	730	740	23%	46%	18%	13%	N	13%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	29	713	719	724	28%	41%	17%	14%	N	14%	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	S	S	720	736	S	S	S	S	S	S	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	32	715	727	727	25%	44%	16%	16%	N	16%	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	28	724	736	753	29%	14%	32%	25%	N	25%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	S	S	734	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	19	729	734	736	26%	16%	26%	32%	N	32%	38%
**PARCC MATH											
Schoolwide	30	716	714	726	27%	33%	27%	13%	N	13%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	21	717	714	718	24%	33%	24%	19%	N	19%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



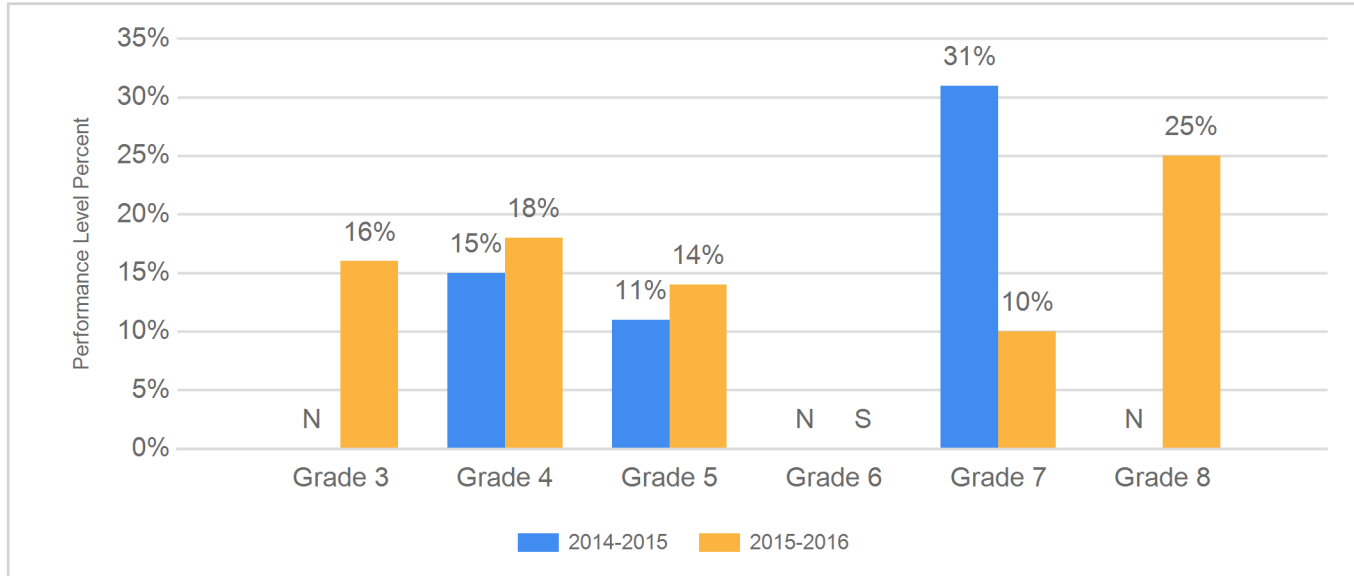
State of New Jersey
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



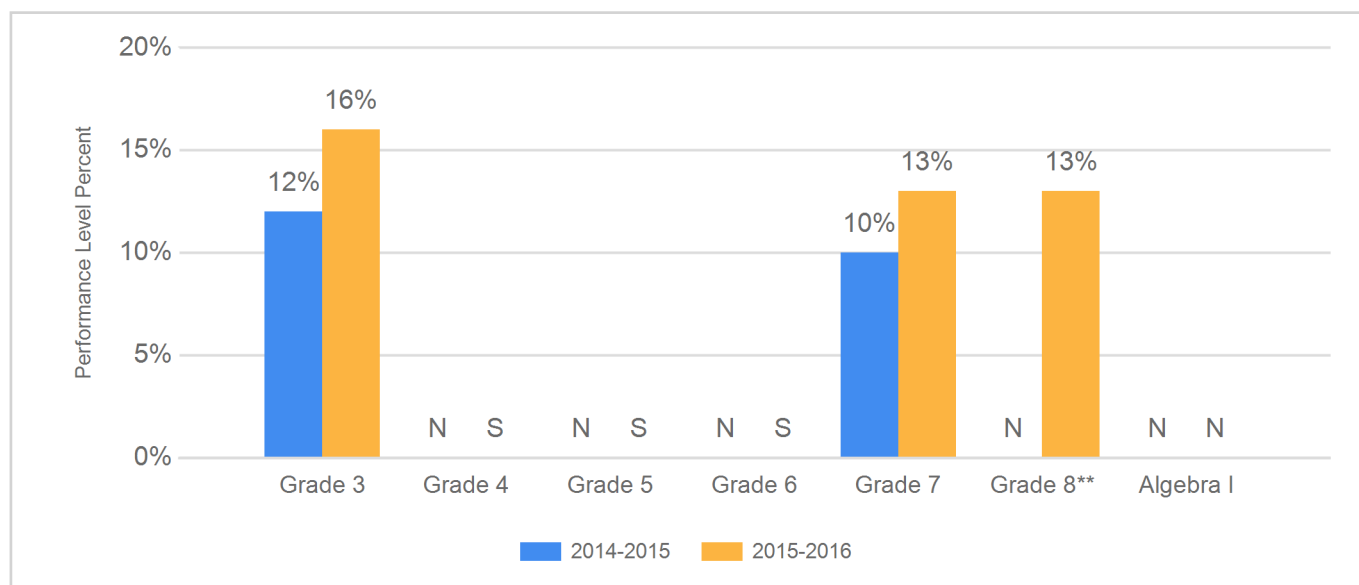
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

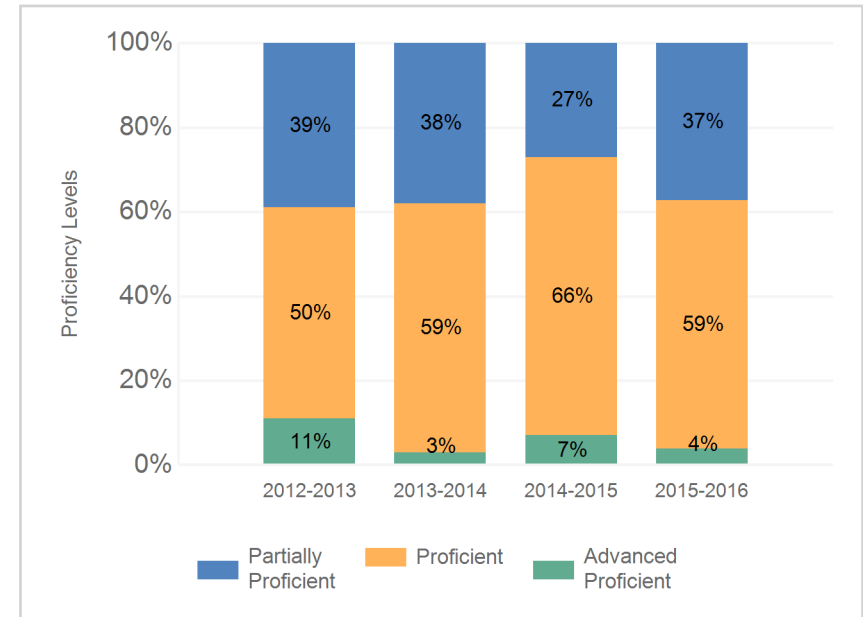
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	4%	59%	37%
White	N	N	N
African American	3%	58%	39%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	3%	60%	38%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

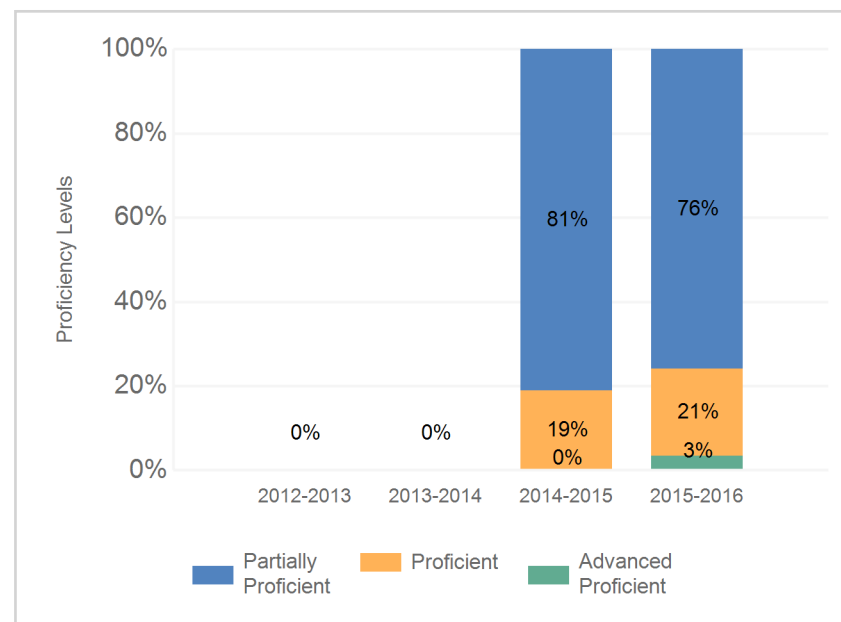
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	3%	21%	76%
White	N	N	N
African American	5%	24%	71%
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	N	29%	71%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	37	54	50
Student Growth on Math	39	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	23%	2%	0%
Partially Met (L2)	14%	11%	5%
Approached (L3)	8%	17%	5%
Met (L4)	5%	5%	8%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	19%	3%	1%
Partially Met (L2)	15%	17%	8%
Approached (L3)	8%	12%	7%
Met (L4)	1%	2%	7%
Exceeded (L5)	0%	0%	0%



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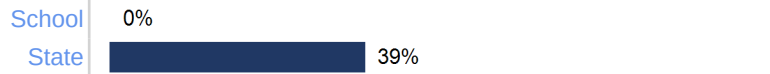
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



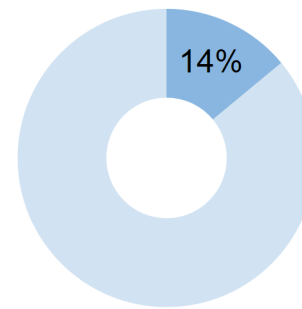
DANCE



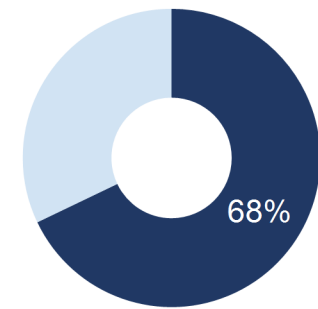
VISUAL ARTS



Any Visual and Performing Arts



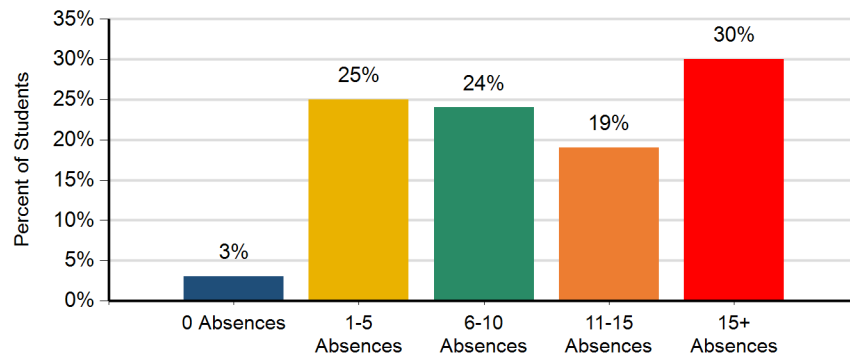
School



State

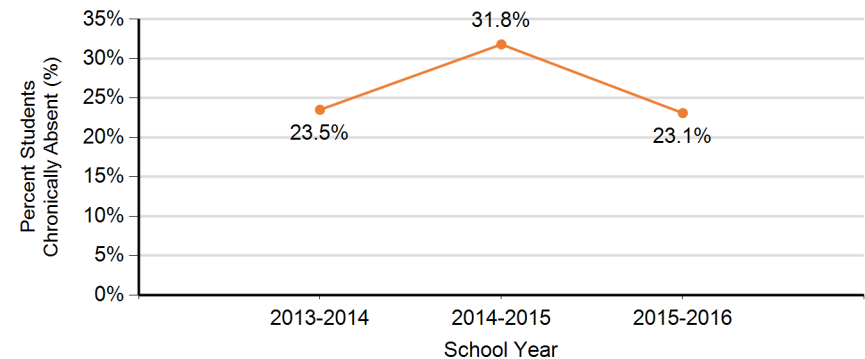
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	624:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.4%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	94%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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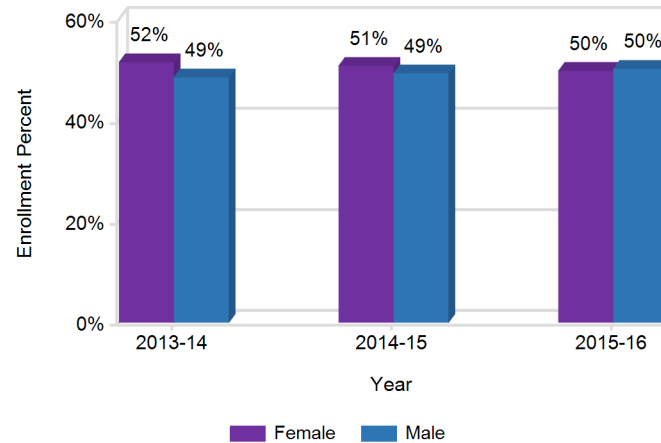
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	30	28	30
Grade KG	76	81	80
Grade 01	80	81	82
Grade 02	80	77	67
Grade 03	65	72	80
Grade 04	67	61	73
UG	0	0	0
Total	398	400	412

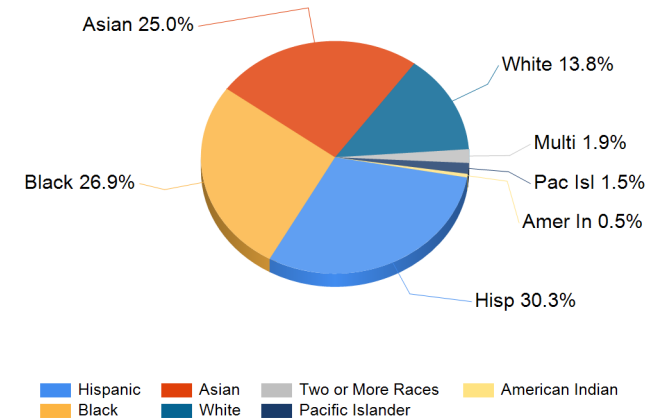
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



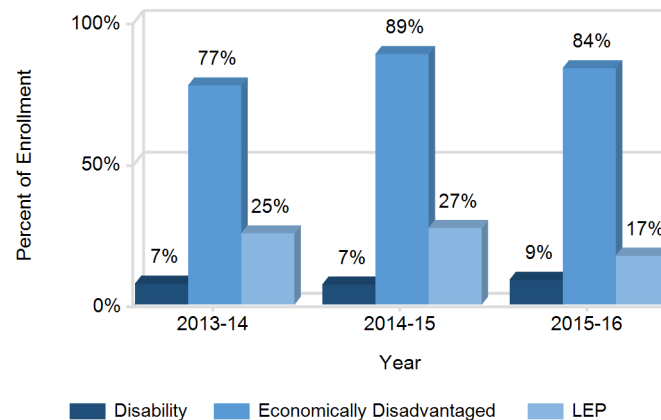
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	48.3%
Spanish	18.4%
Tagalog	11.4%
Arabic	9.0%
Urdu	1.9%
Other	10.9%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	59%	90	55
Mathematics Met or Exceeded Expectations	51%	90	51

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	138	59%	55	95%	✓	138	51%	51	95%	✓
White	S	S	S	S		S	S	S	S	
African American	38	40%	50	95%	✓	38	26%	47	95%	✓
Hispanic	43	63%	80	94%	✗	43	54%	81	94%	✗
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		36	70%	30	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	99	58%	88	97%	✓	99	49%	86	97%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	750	735	746	14%	15%	22%	40%	10%	49%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	20	736	718	727	20%	20%	30%	25%	5%	30%	30%
Hispanic	26	752	734	730	12%	12%	19%	50%	8%	58%	31%
Asian	14	768	766	772	7%	14%	14%	43%	21%	64%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	734	753	S	S	S	S	S	S	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	19	743	707	709	N	26%	42%	32%	N	32%	11%
Economically Disadvantaged Students	53	746	729	727	15%	15%	23%	42%	6%	47%	28%
PARCC MATH											
Schoolwide	73	752	735	749	7%	14%	19%	51%	10%	60%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	20	741	719	730	15%	15%	30%	35%	5%	40%	31%
Hispanic	26	752	733	736	N	15%	23%	58%	4%	62%	35%
Asian	14	770	767	777	7%	N	14%	50%	29%	79%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	729	754	S	S	S	S	S	S	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	19	751	720	724	N	16%	16%	63%	5%	68%	20%
Economically Disadvantaged Students	53	747	730	732	9%	13%	19%	55%	4%	59%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	70	758	740	750	6%	9%	19%	53%	14%	67%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	19	743	729	733	5%	16%	32%	42%	5%	47%	33%
Hispanic	19	753	739	737	11%	16%	11%	47%	16%	63%	37%
Asian	24	774	761	773	N	N	17%	58%	25%	83%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	48	756	736	734	8%	6%	19%	50%	17%	67%	33%
PARCC MATH											
Schoolwide	72	738	732	745	8%	28%	26%	36%	1%	38%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	19	720	718	727	16%	53%	21%	11%	N	11%	24%
Hispanic	19	736	730	733	5%	32%	21%	42%	N	42%	30%
Asian	25	755	756	771	N	12%	32%	52%	4%	56%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	48	737	728	730	6%	33%	25%	33%	2%	35%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



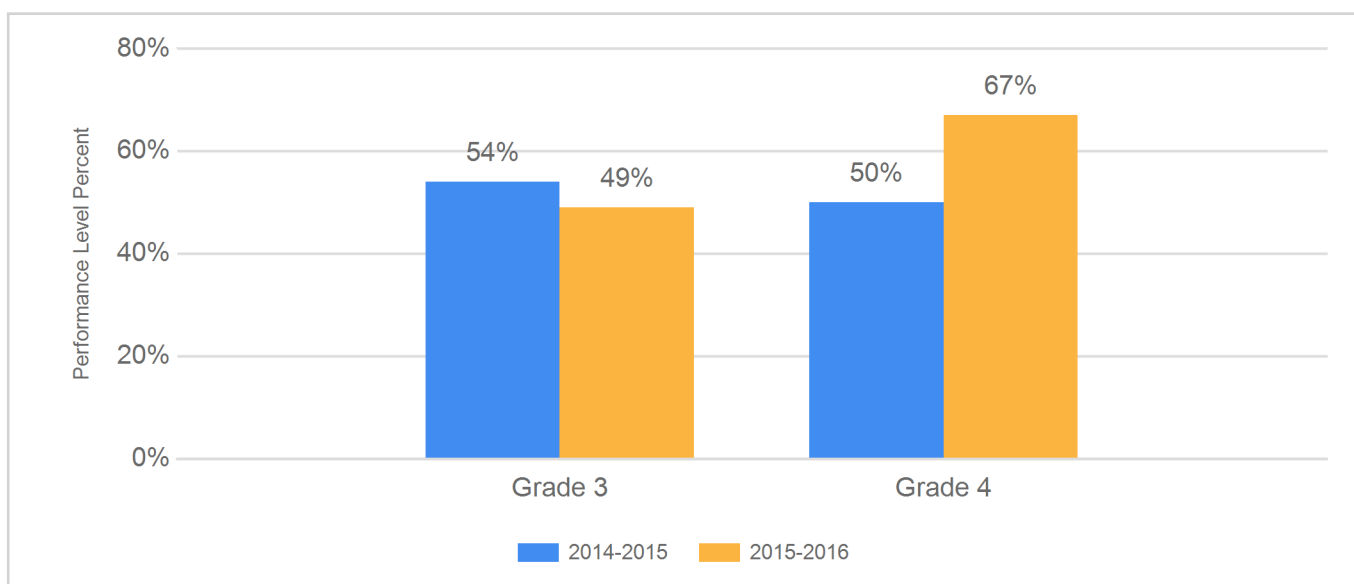
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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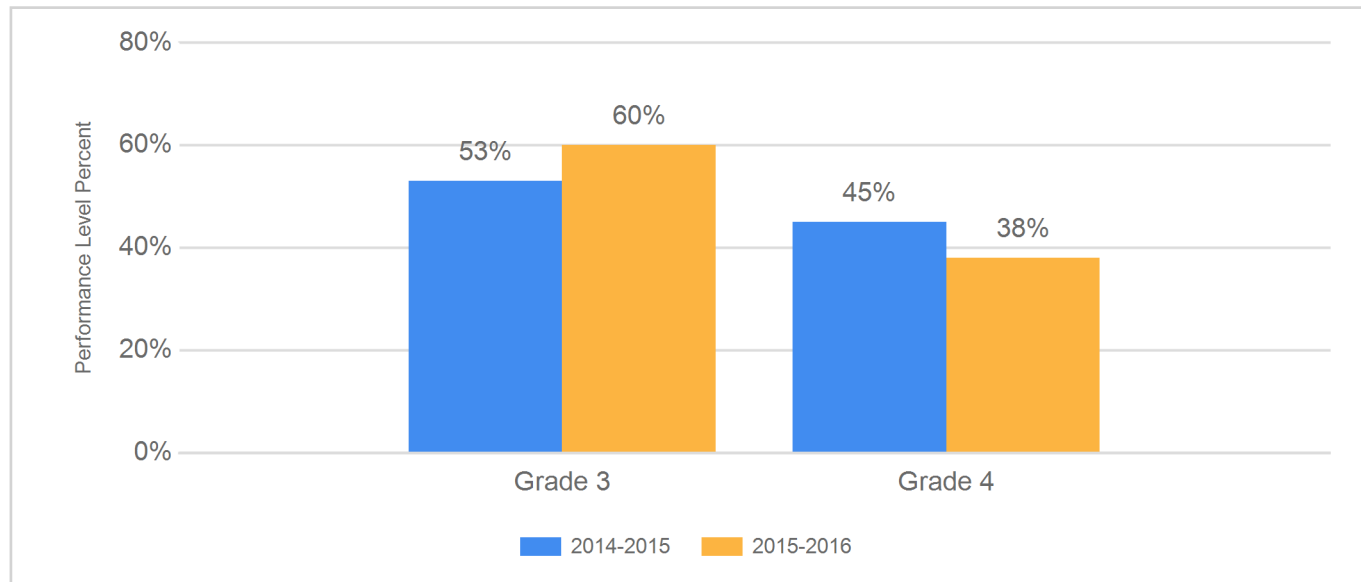
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

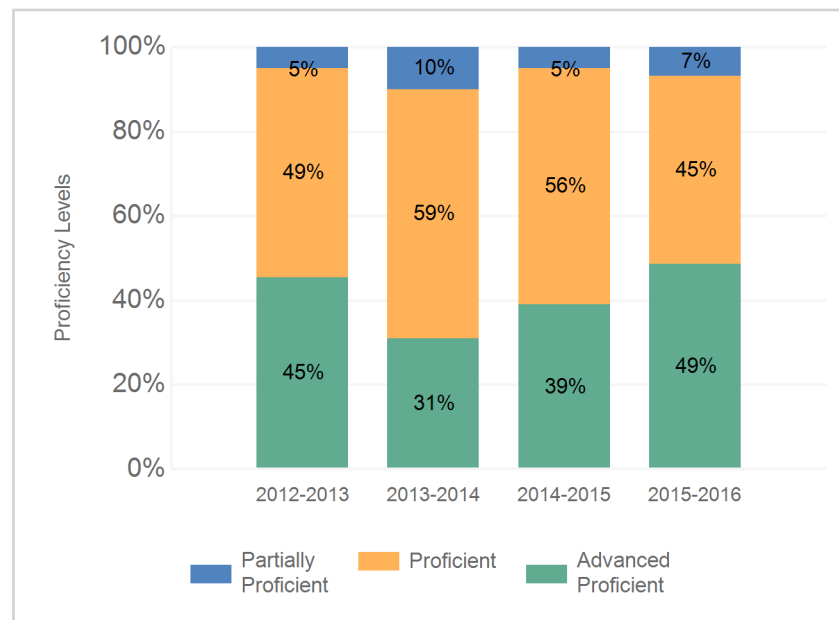
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	49%	45%	7%
White	S	S	S
African American	10%	81%	10%
Hispanic	56%	33%	11%
American Indian	N	N	N
Asian	78%	19%	4%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	44%	48%	8%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	54	50
Student Growth on Math	21	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	5%	2%	0%
Partially Met (L2)	7%	2%	2%
Approached (L3)	8%	3%	3%
Met (L4)	23%	16%	13%
Exceeded (L5)	0%	2%	15%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	0%	0%
Partially Met (L2)	20%	7%	2%
Approached (L3)	13%	7%	3%
Met (L4)	25%	15%	2%
Exceeded (L5)	0%	0%	2%



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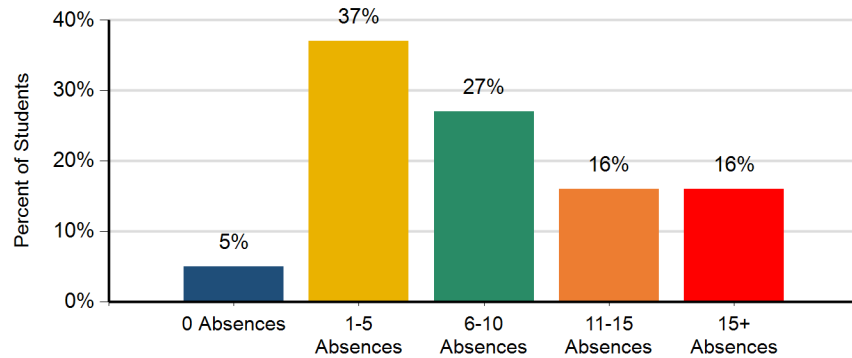
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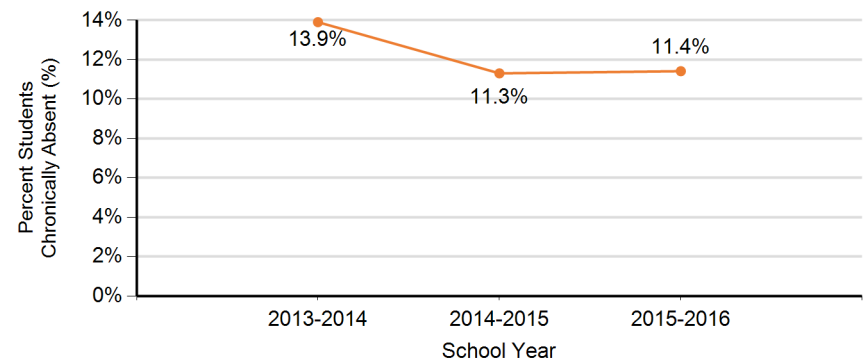
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	12:1
Administrator	412:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	1.2%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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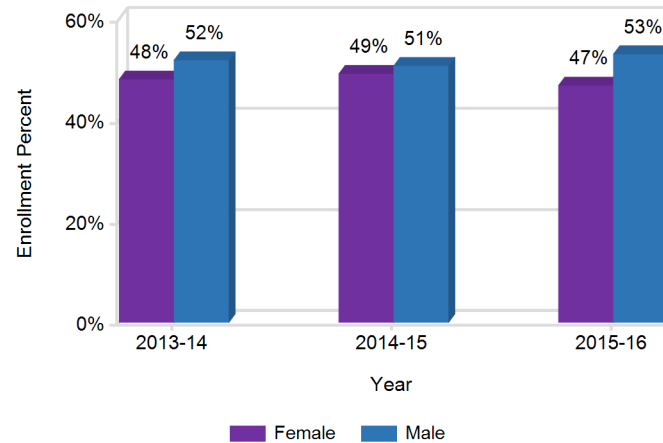
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	14	27	30
Grade KG	75	46	54
Grade 01	66	63	50
Grade 02	76	56	56
Grade 03	43	64	56
Grade 04	52	43	65
Grade 05	47	57	38
Grade 06	65	31	44
Grade 07	49	50	33
Grade 08	87	51	41
UG	23	34	43
Total	597	522	510

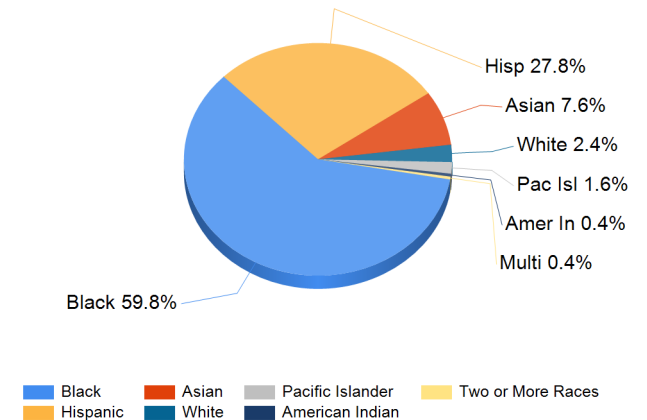
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



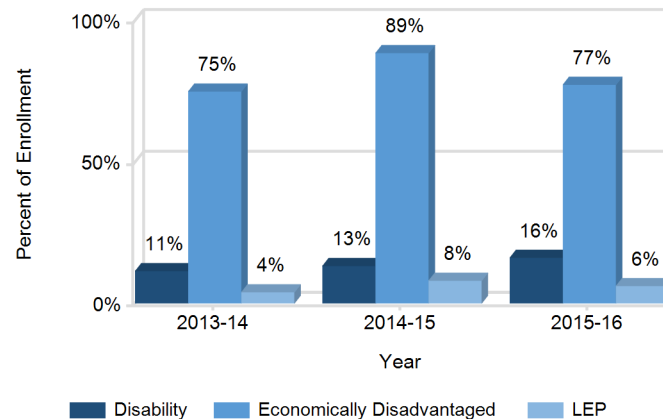
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.0%
Spanish	13.7%
Tagalog	2.9%
Vietnamese	1.2%
Uncoded languages	1.0%
Other	3.2%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	25%	28	11
Mathematics Met or Exceeded Expectations	15%	28	8

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	300	25%	11	93%	X	301	15%	8	93%	X
White	S	S	S	S		S	S	S	S	
African American	165	18%	17	91%	X	166	12%	19	92%	X
Hispanic	89	29%	30	94%	X	89	16%	15	94%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	56	4%	9	79%	X	57	7%	23	80%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	201	25%	26	94%	X	202	15%	16	94%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	57	735	735	746	25%	19%	14%	37%	5%	42%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	32	727	718	727	25%	28%	19%	25%	3%	28%	30%
Hispanic	15	733	734	730	33%	7%	13%	47%	N	47%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	S	S	773	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	39	735	729	727	23%	21%	13%	41%	3%	44%	28%
PARCC MATH											
Schoolwide	57	734	735	749	19%	19%	19%	39%	4%	42%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	32	735	719	730	19%	19%	22%	38%	3%	41%	31%
Hispanic	15	725	733	736	20%	27%	20%	33%	N	33%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	S	S	750	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	39	735	730	732	18%	21%	13%	44%	5%	49%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	726	740	750	19%	32%	28%	19%	3%	22%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	42	720	729	733	21%	36%	31%	10%	2%	12%	33%
Hispanic	17	740	739	737	18%	24%	12%	41%	6%	47%	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	48	725	736	734	21%	33%	25%	17%	4%	21%	33%
PARCC MATH											
Schoolwide	65	713	732	745	28%	49%	12%	9%	2%	11%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	17	729	730	733	12%	47%	12%	29%	N	29%	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	48	712	728	730	35%	42%	10%	10%	2%	13%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-280

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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	734	743	751	15%	24%	32%	29%	N	29%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	24	732	732	733	13%	29%	33%	25%	N	25%	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	25	730	739	735	16%	32%	24%	28%	N	28%	33%
PARCC MATH											
Schoolwide	41	725	734	747	22%	37%	20%	22%	N	22%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	24	724	722	728	13%	46%	29%	13%	N	13%	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	S	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	25	719	732	732	24%	44%	20%	12%	N	12%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	729	742	750	18%	20%	41%	18%	4%	22%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	31	719	729	732	26%	26%	32%	16%	N	16%	31%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	36	728	738	735	17%	22%	42%	17%	3%	19%	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	S	S	753	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	728	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	43	720	743	753	35%	21%	16%	23%	5%	28%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	15	713	727	733	33%	27%	20%	20%	N	20%	35%
Hispanic	19	716	740	739	37%	26%	16%	16%	5%	21%	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	28	726	739	735	25%	25%	18%	25%	7%	32%	37%
PARCC MATH											
Schoolwide	S	S	730	740	S	S	S	S	S	S	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	727	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	721	736	753	15%	42%	31%	13%	N	13%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	15	722	734	740	7%	53%	20%	20%	N	20%	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	29	723	734	736	10%	48%	28%	14%	N	14%	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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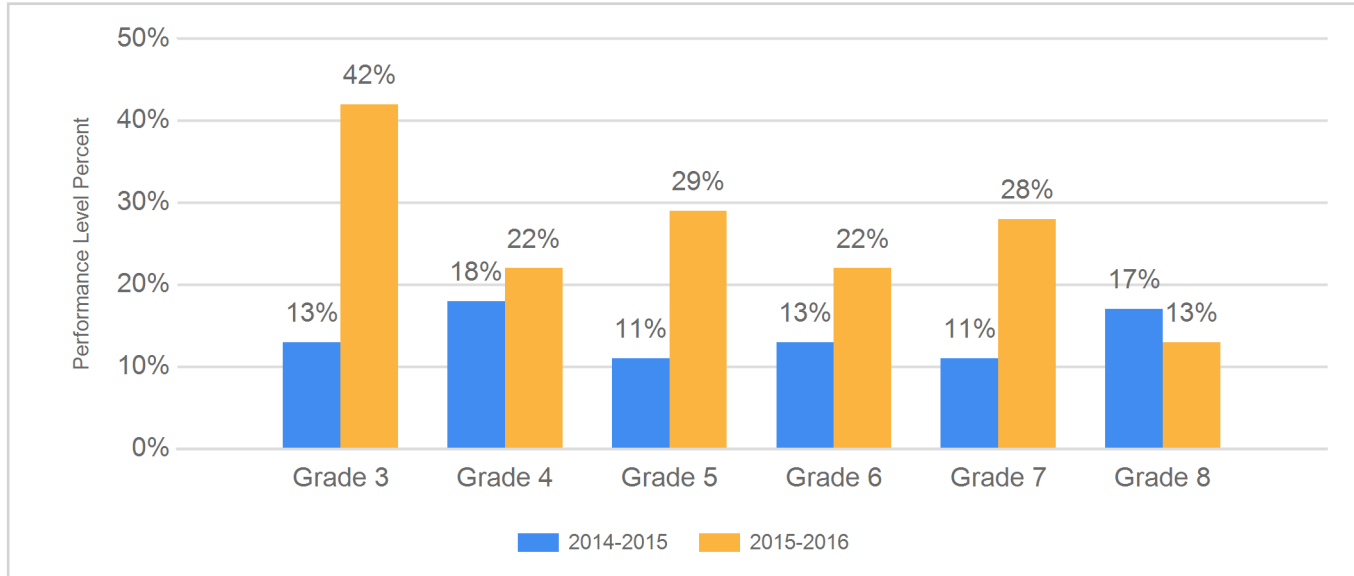
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	762	769	S	S	S	S	S	S	41%
White	S	S	769	772	S	S	S	S	S	S	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	754	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	759	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



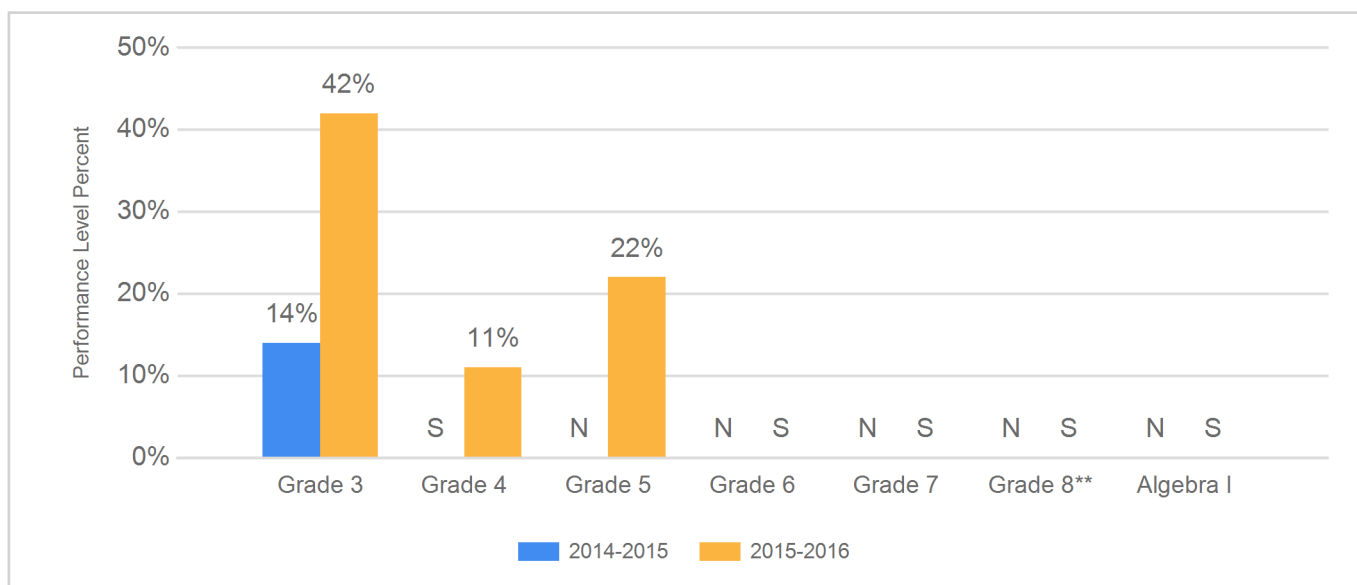
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

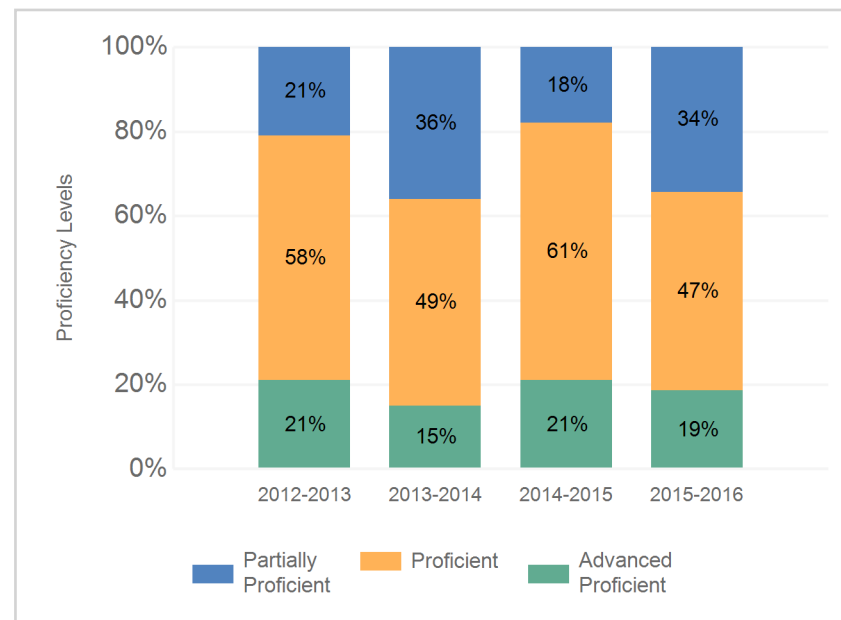
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	19%	47%	34%
White	N	N	N
African American	10%	56%	33%
Hispanic	44%	25%	31%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	N	9%	91%
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	42%	39%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

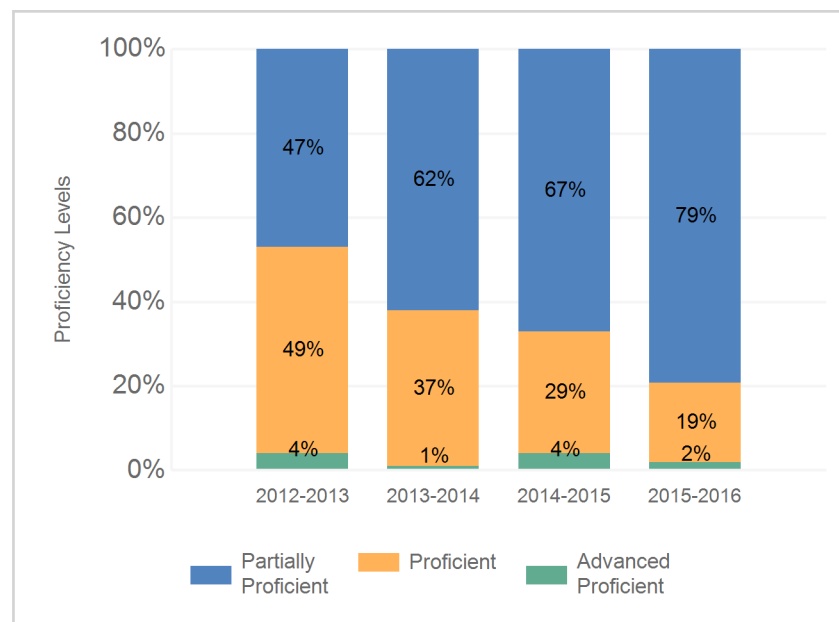
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	2%	19%	79%
White	S	S	S
African American	N	19%	81%
Hispanic	N	18%	82%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	N	100%
English Language Learners	S	S	S
Economically Disadvantaged Students	N	20%	80%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	52	54	50
Student Growth on Math	38	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	3%	2%
Partially Met (L2)	11%	12%	4%
Approached (L3)	8%	11%	14%
Met (L4)	2%	6%	13%
Exceeded (L5)	0%	1%	1%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	23%	7%	1%
Partially Met (L2)	16%	16%	7%
Approached (L3)	3%	13%	6%
Met (L4)	2%	3%	3%
Exceeded (L5)	0%	1%	0%



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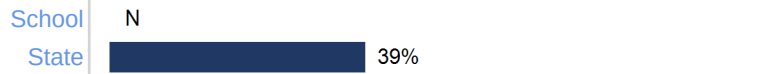
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



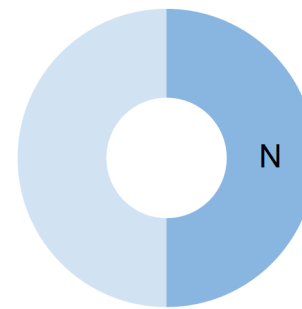
DANCE



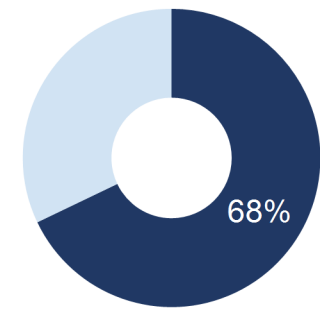
VISUAL ARTS



Any Visual and Performing Arts



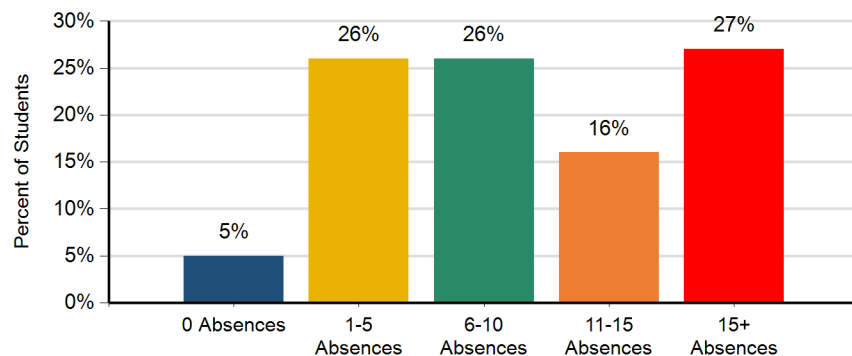
School



State

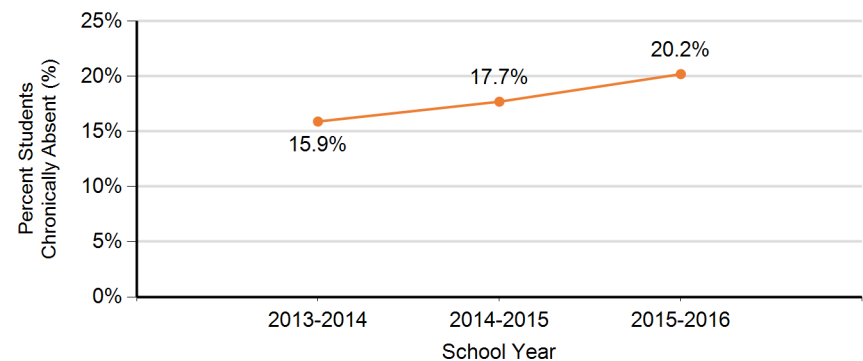
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	7 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	6 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	510:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	16.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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17-2390-300
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Rafael de J. Cordero School
158 ERIE ST
JERSEY CITY, NJ 07302-1718

2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-300

HUDSON

JERSEY CITY

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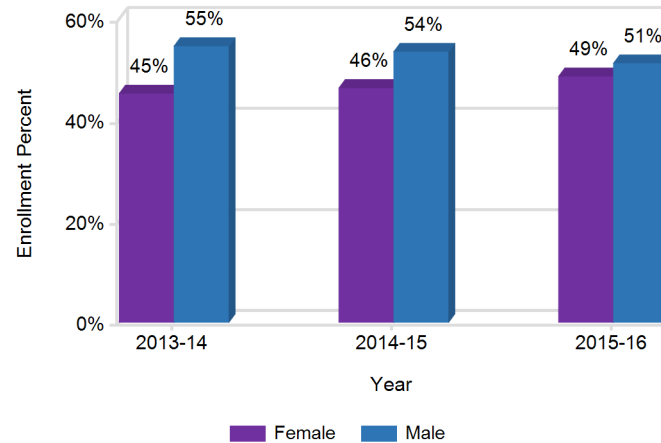
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	152	154	159
Grade KG	91	82	78
Grade 01	80	85	67
Grade 02	61	64	79
Grade 03	67	63	66
Grade 04	59	60	57
Grade 05	71	55	60
Grade 06	56	66	57
Grade 07	59	59	69
Grade 08	48	55	61
UG	55	58	60
Total	799	801	813

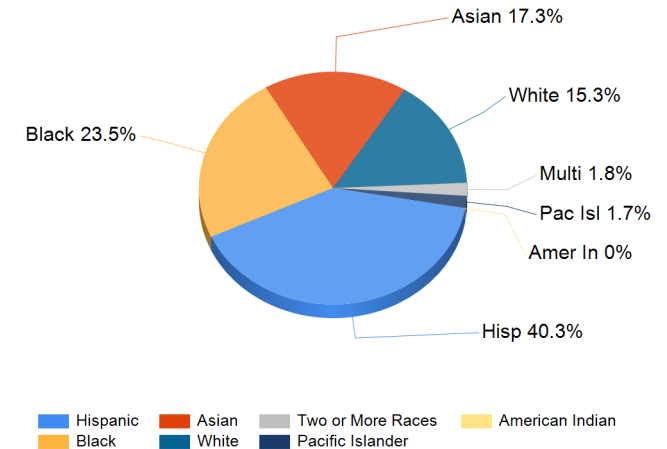
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



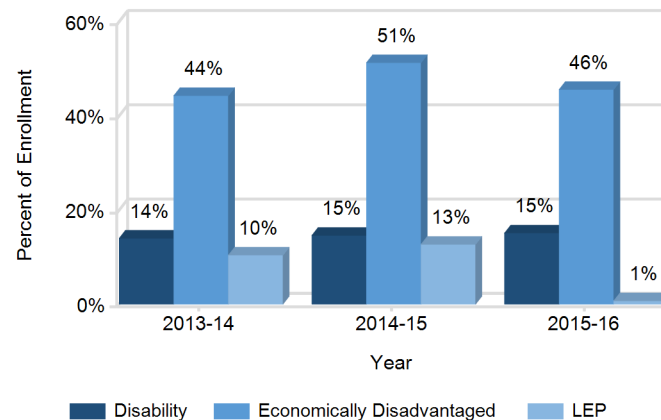
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	70.4%
Spanish	17.8%
Hindi	3.2%
Tagalog	1.6%
Chinese	0.9%
Other	5.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	41	16
Mathematics Met or Exceeded Expectations	21%	38	11

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	402	34%	16	97%	✓	401	21%	11	97%	✓
White	47	53%	37	96%	✓	47	34%	17	96%	✓
African American	140	22%	20	98%	✓	139	10%	14	97%	✓
Hispanic	174	29%	20	96%	✓	174	14%	8	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	39	74%	35	100%	✓	39	74%	44	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	90	21%	13	96%	✓	89	18%	25	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	187	24%	16	97%	✓	186	11%	7	96%	✓



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	744	735	746	19%	14%	23%	35%	9%	45%	48%
White	12	773	741	756	8%	N	8%	67%	17%	83%	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	28	740	734	730	14%	14%	29%	43%	N	43%	31%
Asian	S	S	766	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	24	726	729	727	29%	25%	21%	21%	4%	25%	28%
PARCC MATH											
Schoolwide	65	731	735	749	22%	20%	26%	25%	8%	32%	52%
White	12	752	742	757	8%	8%	25%	33%	25%	58%	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	28	722	733	736	14%	39%	32%	14%	N	14%	35%
Asian	S	S	767	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	730	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	743	740	750	14%	9%	30%	39%	8%	47%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	22	733	729	733	23%	9%	36%	27%	5%	32%	33%
Hispanic	21	741	739	737	10%	14%	38%	38%	N	38%	37%
Asian	13	765	761	773	8%	N	N	69%	23%	92%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	744	756	S	S	S	S	S	S	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	23	726	736	734	30%	9%	39%	22%	N	22%	33%
PARCC MATH											
Schoolwide	63	731	732	745	19%	25%	24%	29%	3%	32%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	21	728	730	733	19%	24%	29%	29%	N	29%	30%
Asian	13	762	756	771	8%	8%	15%	62%	8%	69%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	741	750	S	S	S	S	S	S	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	728	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	734	743	751	19%	20%	25%	30%	6%	36%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	26	728	732	733	31%	15%	19%	31%	4%	35%	32%
Hispanic	26	729	741	738	12%	31%	35%	23%	N	23%	37%
Asian	S	S	764	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	26	719	739	735	23%	31%	27%	19%	N	19%	33%
PARCC MATH											
Schoolwide	64	717	734	747	34%	27%	27%	13%	N	13%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	26	714	722	728	46%	27%	15%	12%	N	12%	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	S	S	760	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	732	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	725	742	750	14%	34%	32%	20%	N	20%	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	16	720	729	732	19%	31%	38%	13%	N	13%	31%
Hispanic	32	726	741	738	16%	34%	28%	22%	N	22%	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	32	728	738	735	16%	31%	28%	25%	N	25%	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	S	S	753	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	33	718	728	728	21%	30%	36%	12%	N	12%	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	729	743	753	15%	29%	32%	22%	3%	25%	56%
White	S	S	750	760	S	S	S	S	S	S	65%
African American	25	723	727	733	20%	32%	36%	12%	N	12%	35%
Hispanic	32	727	740	739	13%	31%	34%	22%	N	22%	41%
Asian	S	S	S	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	31	720	739	735	26%	29%	26%	19%	N	19%	37%
PARCC MATH											
Schoolwide	69	726	730	740	13%	41%	29%	16%	1%	17%	39%
White	S	S	737	747	S	S	S	S	S	S	47%
African American	25	719	719	724	16%	52%	20%	12%	N	12%	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	S	S	753	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	708	744	S	S	S	S	S	S	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	727	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	724	736	753	20%	28%	34%	19%	N	19%	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	28	722	724	732	14%	39%	29%	18%	N	18%	34%
Hispanic	29	720	734	740	31%	17%	35%	17%	N	17%	43%
Asian	S	S	757	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	34	723	734	736	24%	29%	29%	18%	N	18%	38%
**PARCC MATH											
Schoolwide	65	718	714	726	32%	32%	17%	19%	N	19%	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	29	716	717	721	31%	35%	17%	17%	N	17%	20%
Asian	S	S	732	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	13	701	691	704	62%	23%	N	15%	N	15%	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	34	714	714	718	35%	35%	15%	15%	N	15%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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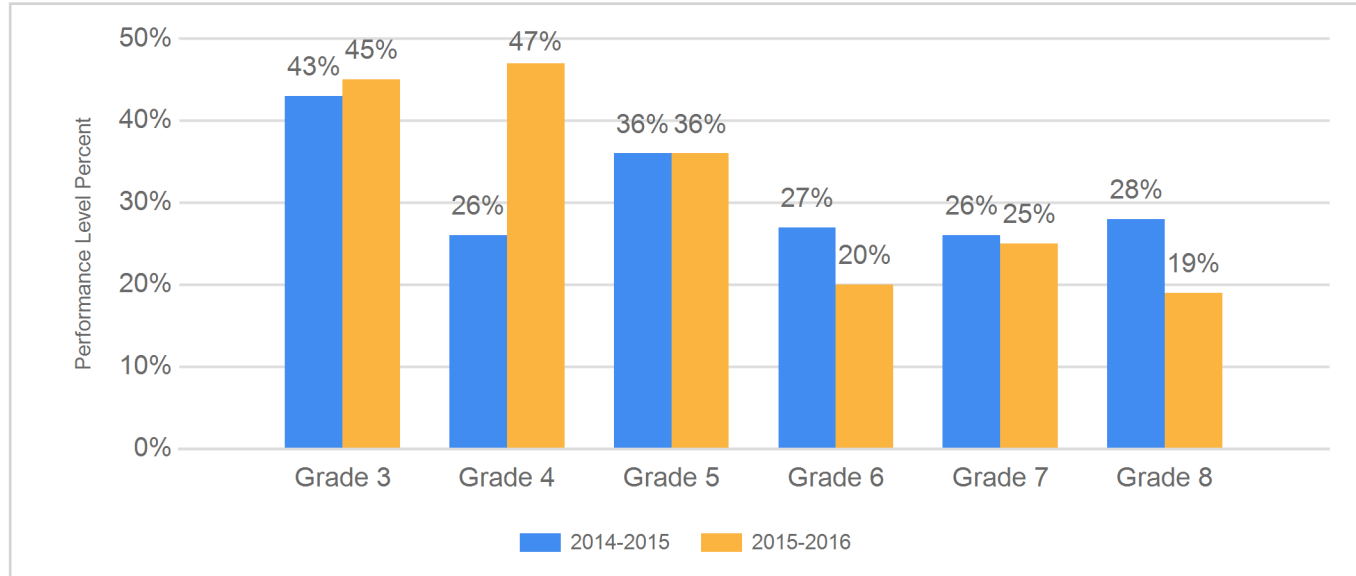
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



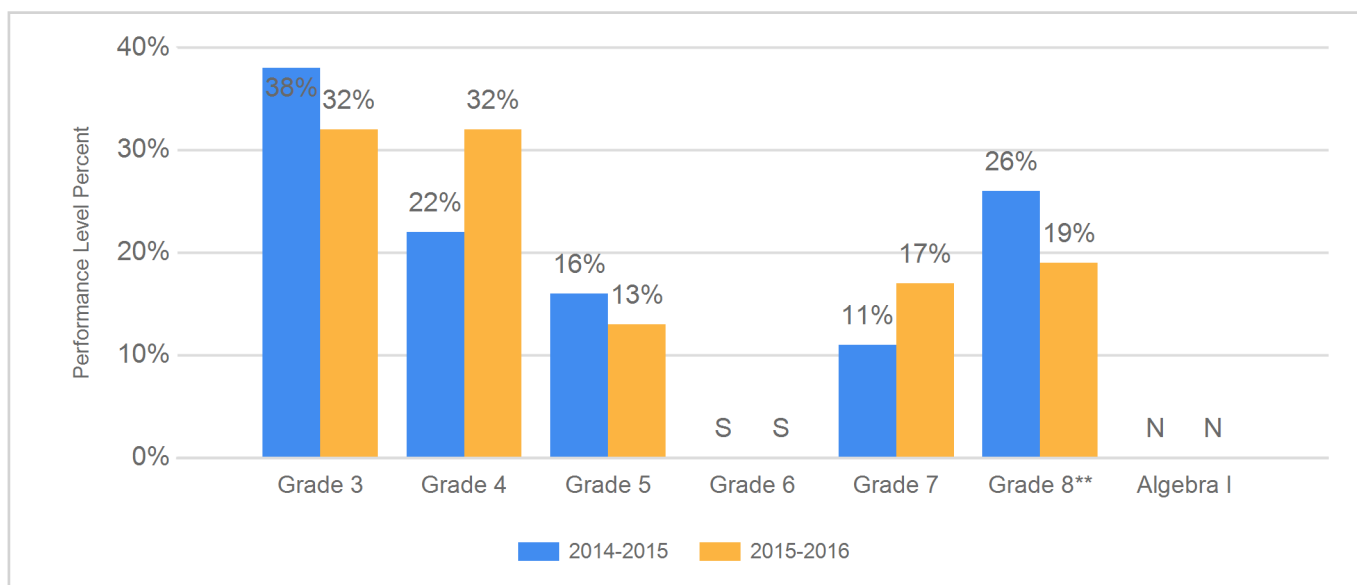
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

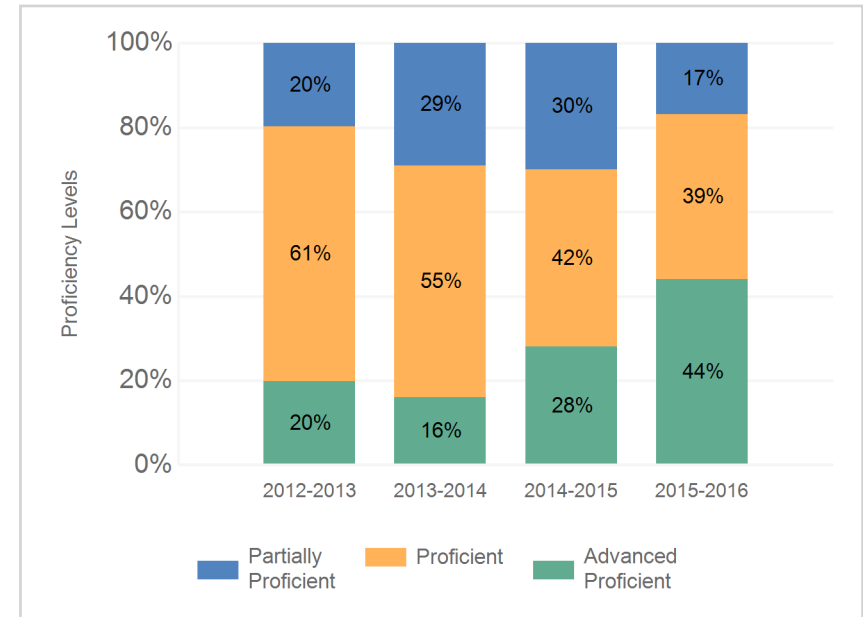
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	44%	39%	17%
White	S	S	S
African American	21%	47%	32%
Hispanic	32%	53%	16%
American Indian	N	N	N
Asian	71%	21%	7%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	19%	50%	31%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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17-2390-300

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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

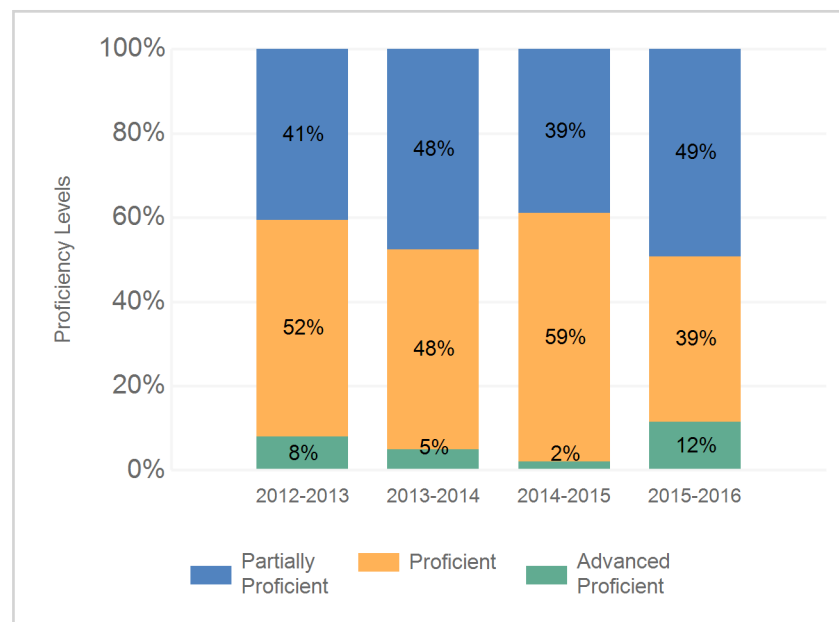
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	12%	39%	49%
White	S	S	S
African American	N	54%	46%
Hispanic	12%	28%	60%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	8%	32%	60%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	54	50
Student Growth on Math	31	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	12%	3%	0%
Partially Met (L2)	15%	4%	2%
Approached (L3)	10%	13%	8%
Met (L4)	6%	9%	13%
Exceeded (L5)	0%	0%	3%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	16%	5%	1%
Partially Met (L2)	19%	9%	3%
Approached (L3)	14%	7%	6%
Met (L4)	6%	4%	9%
Exceeded (L5)	0%	0%	1%



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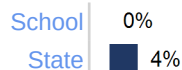
Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



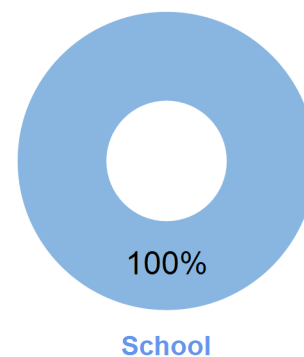
DANCE



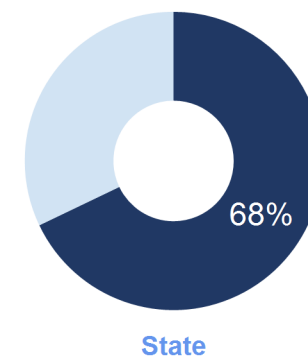
VISUAL ARTS



Any Visual and Performing Arts



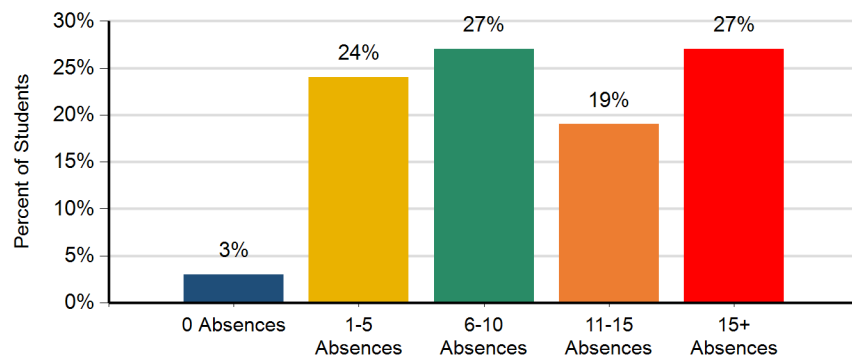
School



State

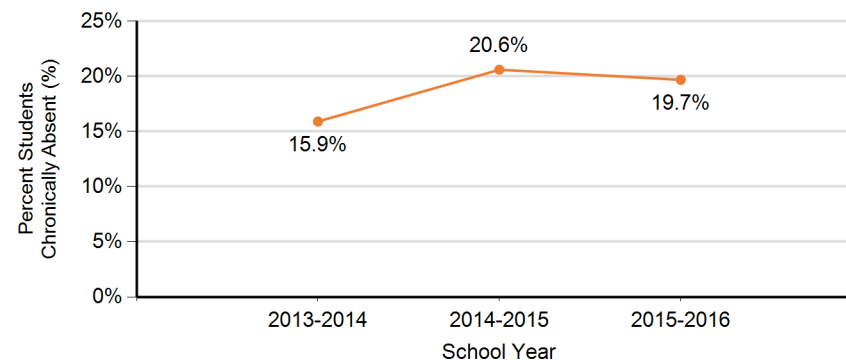
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	813:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.6%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)
If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

17-2390-011

HUDSON

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Regional Day School

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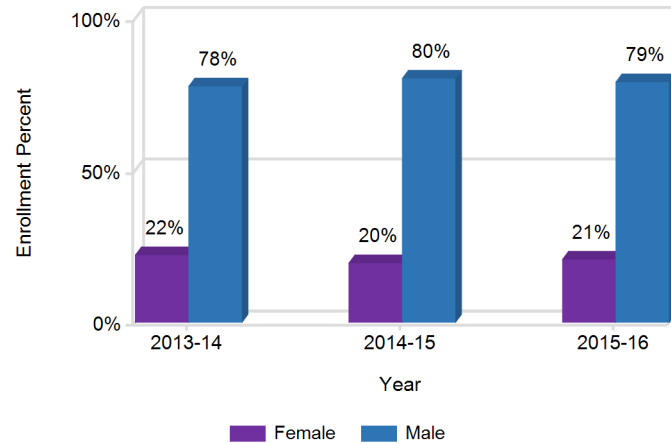
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	0
Grade KG	0	0	0
Grade 01	0	0	1
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	1	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	1
Grade 11	0	0	0
Grade 12	0	0	1
UG	107	102	98
Total	108	102	101

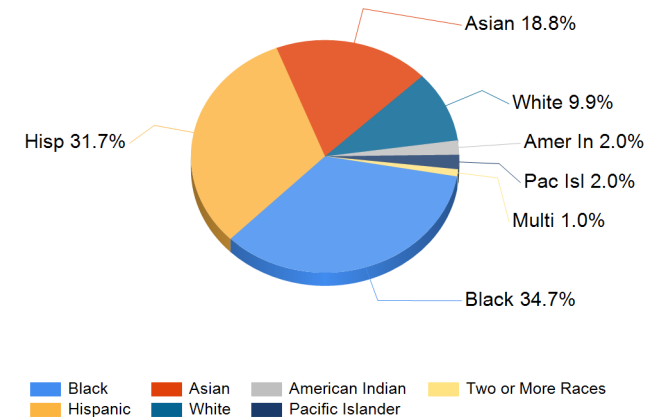
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



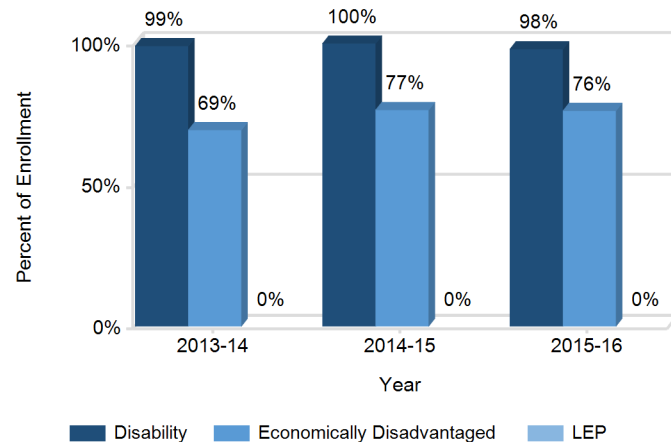
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	62.4%
Spanish	21.8%
Tagalog	4.0%
Tonga (Tonga Islands)	2.0%
Uncoded languages	2.0%
Other	8.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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	School
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Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	4:1
Administrator	101:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



State of New Jersey
2015-2016

Grade Span 3F-05

17-2390-200
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JERSEY CITY, NJ 07304

2015-2016 School Performance Reports

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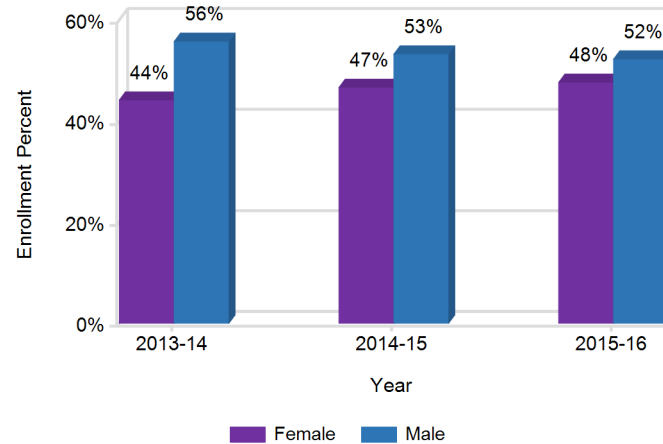
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	159	159	169
Grade KG	93	76	85
Grade 01	104	89	63
Grade 02	73	98	86
Grade 03	74	82	106
Grade 04	62	82	80
Grade 05	66	63	81
UG	104	101	103
Total	735	750	773

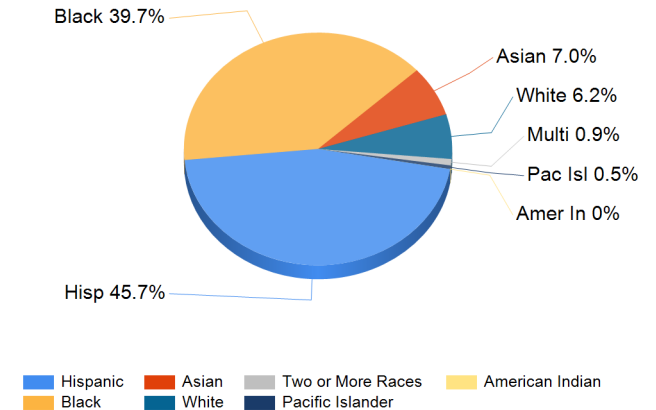
Enrollment by Gender

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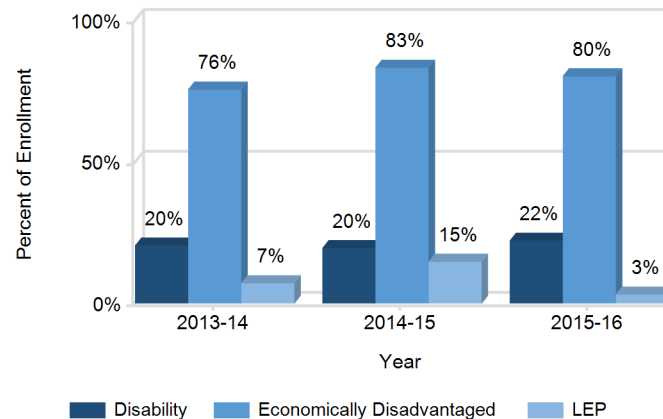
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	62.2%
Spanish	27.9%
Hindi	2.7%
Arabic	1.4%
Catalan	1.2%
Other	4.3%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	29%	31	13
Mathematics Met or Exceeded Expectations	14%	21	6

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. √*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	281	29%	13	88%	X	282	14%	6	88%	X
White	S	S	S	S		S	S	S	S	
African American	129	20%	19	86%	X	130	11%	18	86%	X
Hispanic	140	39%	40	90%	X	140	16%	13	90%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	70	11%	9	89%	X	70	4%	3	89%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	230	29%	33	88%	X	231	13%	11	89%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	719	735	746	22%	41%	20%	18%	N	18%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	S	S	718	727	S	S	S	S	S	S	30%
Hispanic	54	719	734	730	24%	39%	13%	24%	N	24%	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	94	720	729	727	21%	38%	21%	19%	N	19%	28%
PARCC MATH											
Schoolwide	114	714	735	749	30%	38%	19%	13%	N	13%	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	57	716	733	736	23%	46%	16%	16%	N	16%	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	96	713	730	732	29%	38%	21%	13%	N	13%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	77	731	740	750	22%	16%	30%	31%	1%	33%	54%
White	S	S	744	759	S	S	S	S	S	S	64%
African American	S	S	729	733	S	S	S	S	S	S	33%
Hispanic	44	738	739	737	16%	11%	30%	43%	N	43%	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	58	728	736	734	22%	17%	29%	31%	N	31%	33%
PARCC MATH											
Schoolwide	78	719	732	745	23%	32%	32%	13%	N	13%	47%
White	S	S	739	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	44	724	730	733	18%	27%	39%	16%	N	16%	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	59	718	728	730	24%	34%	31%	12%	N	12%	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	73	739	743	751	12%	23%	25%	37%	3%	40%	53%
White	S	S	747	758	S	S	S	S	S	S	64%
African American	36	735	732	733	8%	36%	28%	25%	3%	28%	32%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	62	742	739	735	10%	24%	23%	40%	3%	44%	33%
PARCC MATH											
Schoolwide	75	723	734	747	19%	28%	39%	15%	N	15%	47%
White	S	S	740	753	S	S	S	S	S	S	57%
African American	37	721	722	728	22%	27%	38%	14%	N	14%	24%
Hispanic	S	S	732	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	64	725	732	732	19%	25%	41%	16%	N	16%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



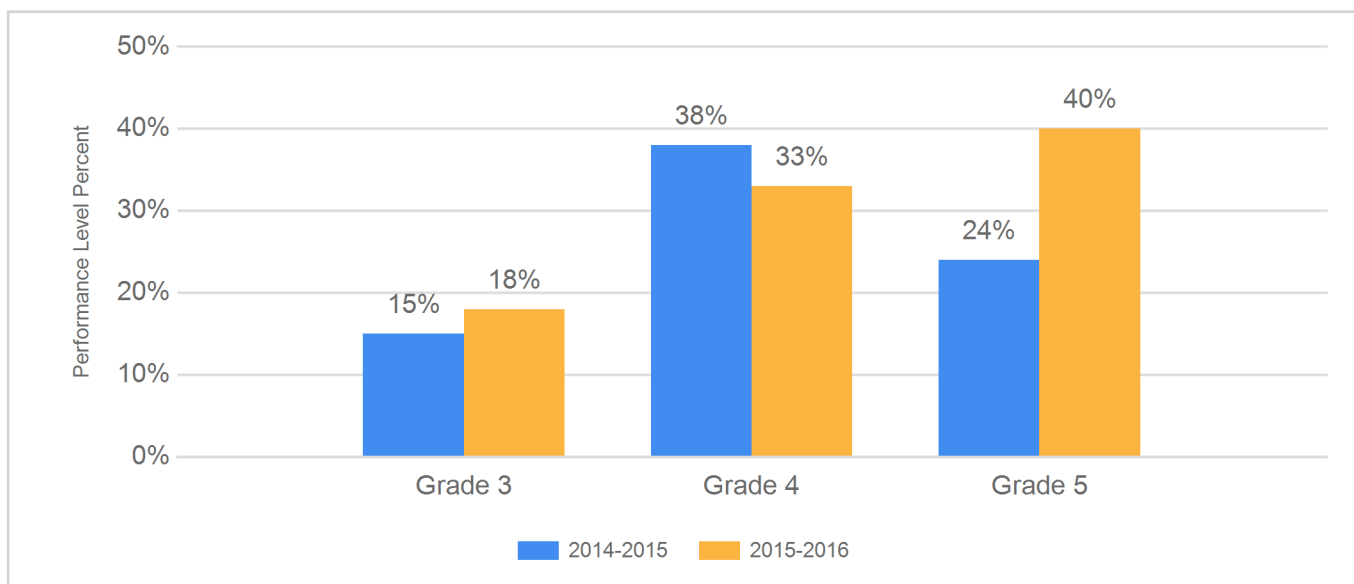
State of New Jersey
2015-2016

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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





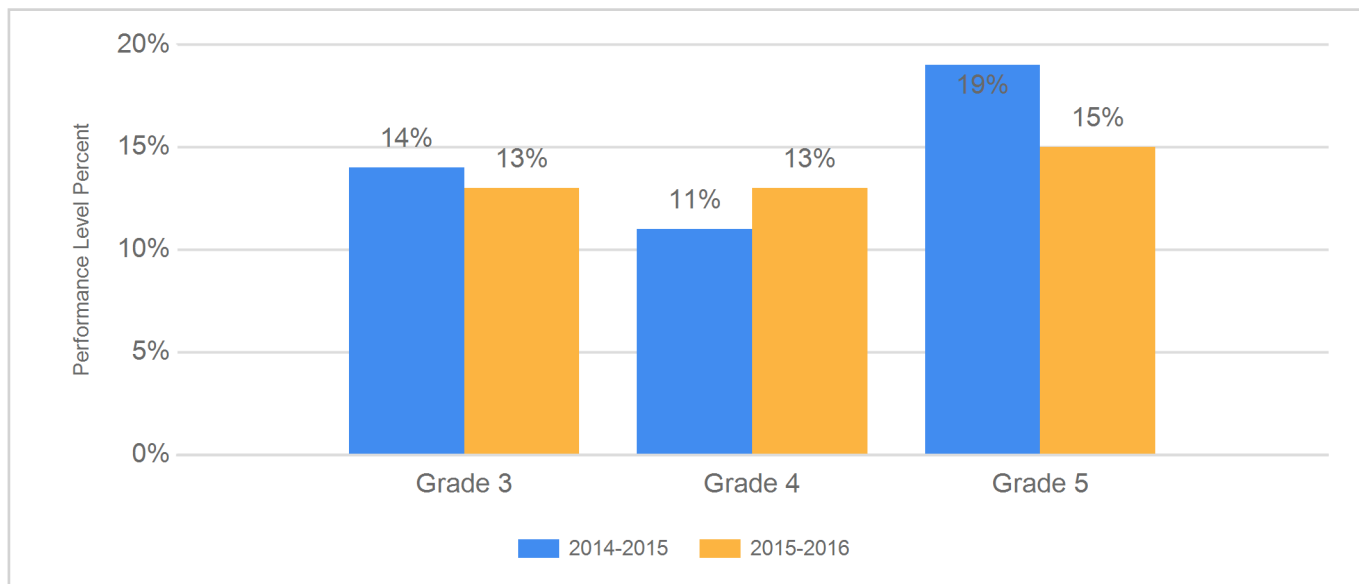
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

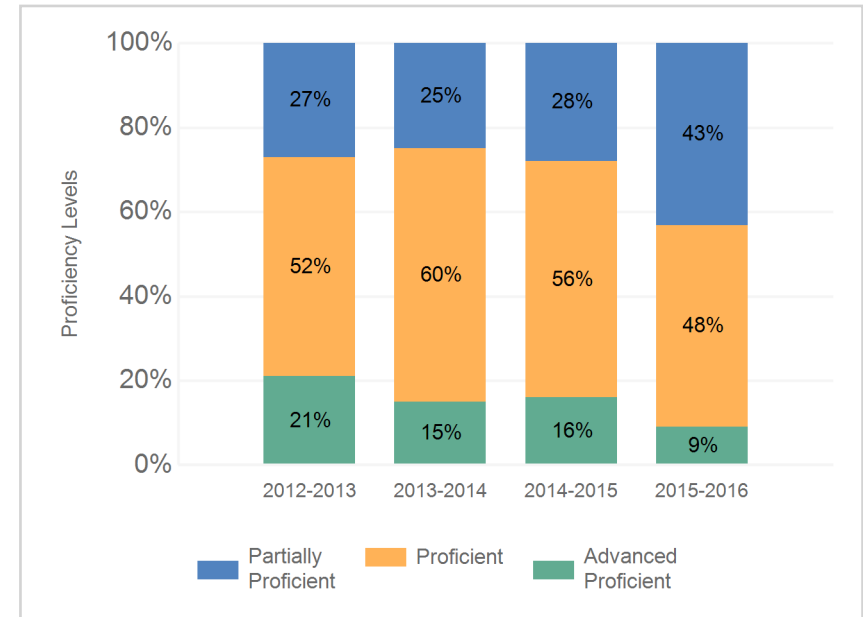
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	9%	48%	43%
White	S	S	S
African American	7%	45%	48%
Hispanic	11%	51%	38%
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	N	24%	77%
English Language Learners	S	S	S
Economically Disadvantaged Students	8%	54%	39%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
Reading Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8read.html
Math Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4math.html
Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
Science Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4science.html
Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	54	50
Student Growth on Math	32	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	1%	0%
Partially Met (L2)	6%	9%	2%
Approached (L3)	8%	9%	11%
Met (L4)	2%	9%	27%
Exceeded (L5)	0%	0%	2%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	16%	2%	0%
Partially Met (L2)	16%	10%	3%
Approached (L3)	16%	16%	7%
Met (L4)	4%	4%	7%
Exceeded (L5)	0%	0%	0%



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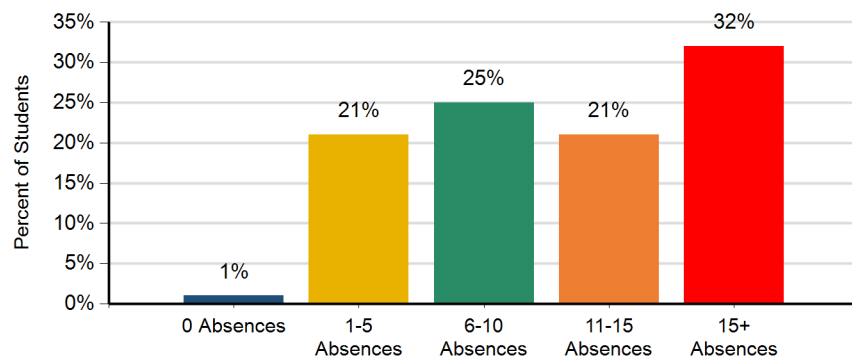
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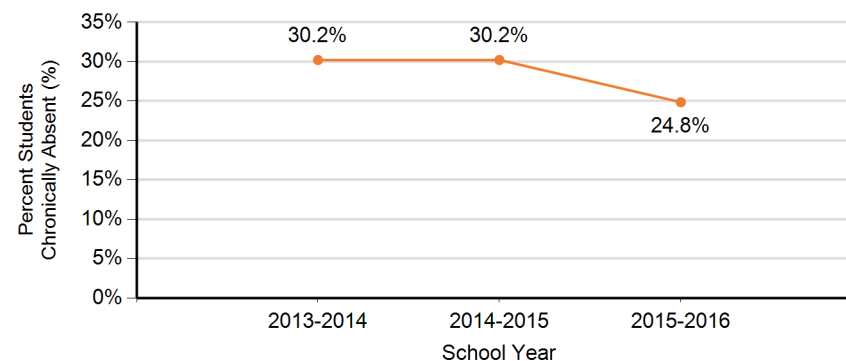
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 0 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	773:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



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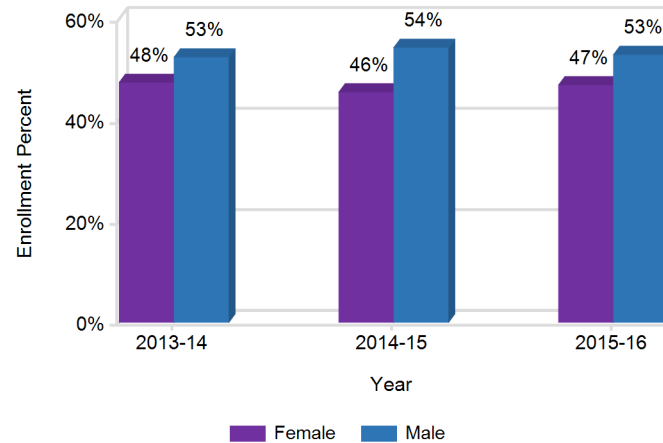
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	92	100	96
Grade KG	125	98	75
Grade 01	117	103	86
Grade 02	102	107	78
Grade 03	78	95	95
Grade 04	75	69	86
Grade 05	72	76	57
Grade 06	66	77	63
Grade 07	61	56	73
Grade 08	0	53	53
UG	73	83	94
Total	861	917	856

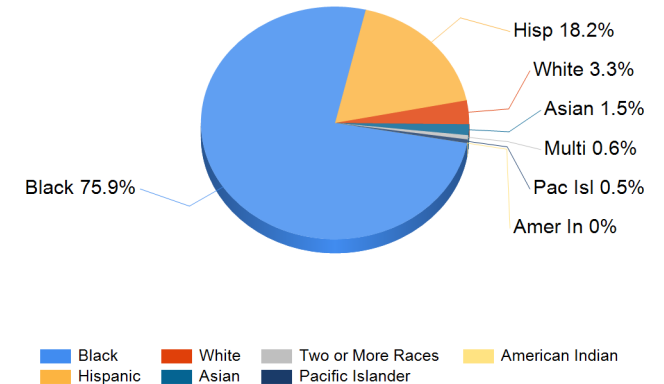
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



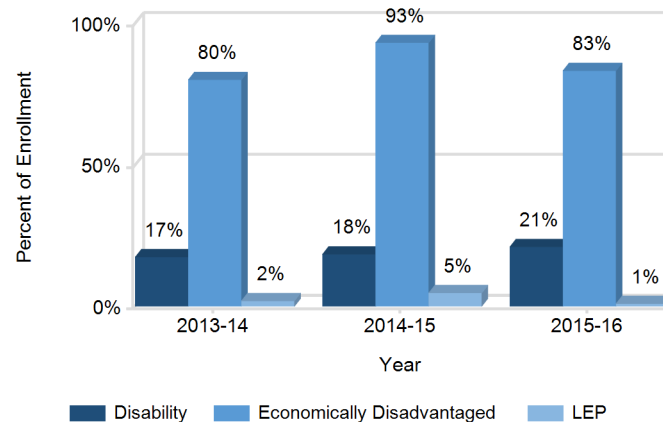
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.2%
Spanish	4.9%
Uncoded languages	0.7%
Arabic	0.6%
Creoles and pidgins, French-based	0.6%
Other	3.0%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	12%	3	2
Mathematics Met or Exceeded Expectations	6%	7	1

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	449	12%	2	92%	X	454	6%	1	93%	X
White	S	S	S	S		S	S	S	S	
African American	354	12%	11	92%	X	356	5%	13	92%	X
Hispanic	82	11%	4	91%	X	85	7%	3	95%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	115	4%	7	89%	X	114	6%	10	88%	X
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	345	10%	4	91%	X	348	6%	4	92%	X



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PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	104	706	735	746	44%	30%	14%	12%	N	12%	48%
White	S	S	741	756	S	S	S	S	S	S	58%
African American	82	708	718	727	39%	33%	15%	13%	N	13%	30%
Hispanic	S	S	734	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	694	718	S	S	S	S	S	S	22%
English Language Learners	S	S	707	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	729	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	S	S	735	749	S	S	S	S	S	S	52%
White	S	S	742	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	S	S	733	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	707	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	730	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	82	718	740	750	24%	24%	37%	15%	N	15%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	61	720	729	733	18%	30%	36%	16%	N	16%	33%
Hispanic	S	S	739	737	S	S	S	S	S	S	37%
Asian	S	S	761	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	699	723	S	S	S	S	S	S	22%
English Language Learners	S	S	711	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	736	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	732	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	S	S	730	733	S	S	S	S	S	S	30%
Asian	S	S	756	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	705	724	S	S	S	S	S	S	22%
English Language Learners	S	S	723	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	728	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	67	728	743	751	13%	34%	34%	18%	N	18%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	52	729	732	733	12%	37%	33%	19%	N	19%	32%
Hispanic	15	723	741	738	20%	27%	40%	13%	N	13%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	708	723	S	S	S	S	S	S	20%
English Language Learners	S	S	709	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	50	723	739	735	16%	34%	38%	12%	N	12%	33%
PARCC MATH											
Schoolwide	67	721	734	747	21%	42%	24%	10%	3%	13%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	52	721	722	728	17%	48%	21%	12%	2%	14%	24%
Hispanic	15	720	732	735	33%	20%	33%	7%	7%	13%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	711	725	S	S	S	S	S	S	19%
English Language Learners	S	S	719	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	732	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	742	750	S	S	S	S	S	S	52%
White	S	S	745	756	S	S	S	S	S	S	61%
African American	S	S	729	732	S	S	S	S	S	S	31%
Hispanic	S	S	741	738	S	S	S	S	S	S	37%
Asian	S	S	762	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	708	719	S	S	S	S	S	S	15%
English Language Learners	S	S	708	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	738	735	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	S	S	731	743	S	S	S	S	S	S	43%
White	S	S	736	750	S	S	S	S	S	S	53%
African American	S	S	718	724	S	S	S	S	S	S	20%
Hispanic	S	S	728	730	S	S	S	S	S	S	26%
Asian	S	S	753	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	704	717	S	S	S	S	S	S	13%
English Language Learners	S	S	712	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	728	728	S	S	S	S	S	S	23%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-170

HUDSON

JERSEY CITY

Whitney M. Young Jr. School

135 STEGMAN ST

JERSEY CITY, NJ 07305-3208

PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	72	712	743	753	36%	29%	24%	11%	N	11%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	727	733	S	S	S	S	S	S	35%
Hispanic	S	S	740	739	S	S	S	S	S	S	41%
Asian	S	S	769	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	724	759	S	S	S	S	S	S	63%
Students with Disability	S	S	704	716	S	S	S	S	S	S	16%
English Language Learners	S	S	696	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	49	713	739	735	37%	29%	25%	10%	N	10%	37%
PARCC MATH											
Schoolwide	S	S	730	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	719	724	S	S	S	S	S	S	19%
Hispanic	S	S	727	729	S	S	S	S	S	S	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	708	744	S	S	S	S	S	S	44%
Students with Disability	S	S	703	713	S	S	S	S	S	S	9%
English Language Learners	S	S	702	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	727	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3F-08

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PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	736	753	S	S	S	S	S	S	55%
White	S	S	741	759	S	S	S	S	S	S	63%
African American	S	S	724	732	S	S	S	S	S	S	34%
Hispanic	S	S	734	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	702	715	S	S	S	S	S	S	16%
English Language Learners	S	S	700	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	734	736	S	S	S	S	S	S	38%
**PARCC MATH											
Schoolwide	S	S	714	726	S	S	S	S	S	S	26%
White	S	S	720	732	S	S	S	S	S	S	32%
African American	S	S	704	712	S	S	S	S	S	S	14%
Hispanic	S	S	717	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	691	704	S	S	S	S	S	S	8%
English Language Learners	S	S	711	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	714	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

**Grade 8 does not include students who took an Algebra test.

* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey
2015-2016

Grade Span 3F-08

17-2390-170

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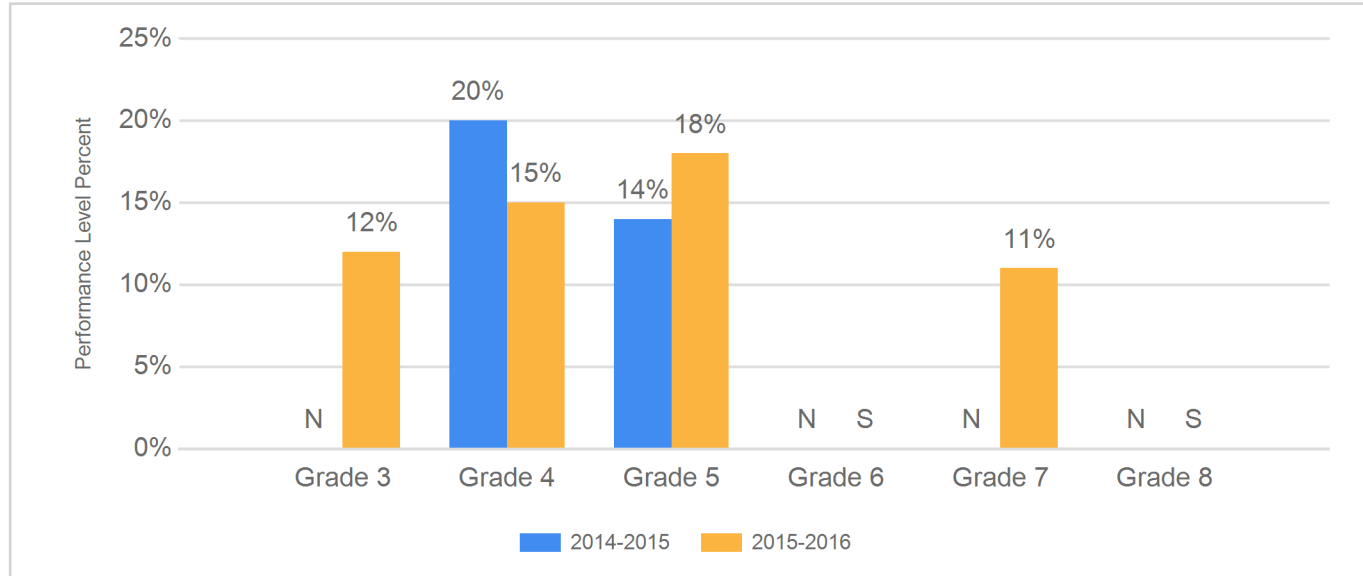
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	N	N	N	769	N	N	N	N	N	N	41%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



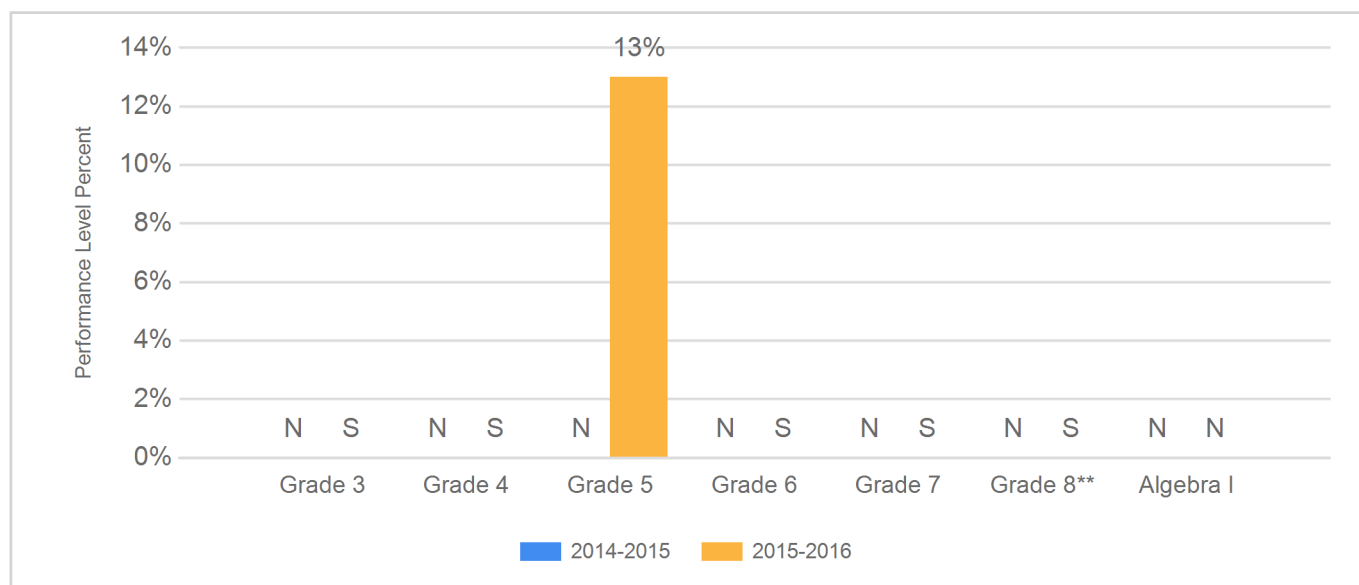
State of New Jersey
2015-2016

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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



**Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

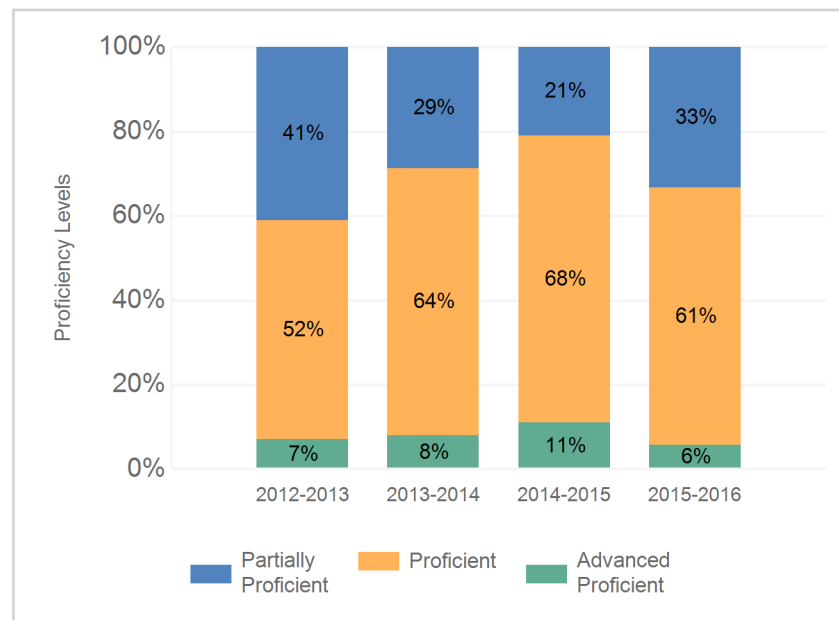
NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	6%	61%	33%
White	N	N	N
African American	8%	63%	30%
Hispanic	N	47%	53%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	46%	54%
English Language Learners	S	S	S
Economically Disadvantaged Students	7%	61%	32%

NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

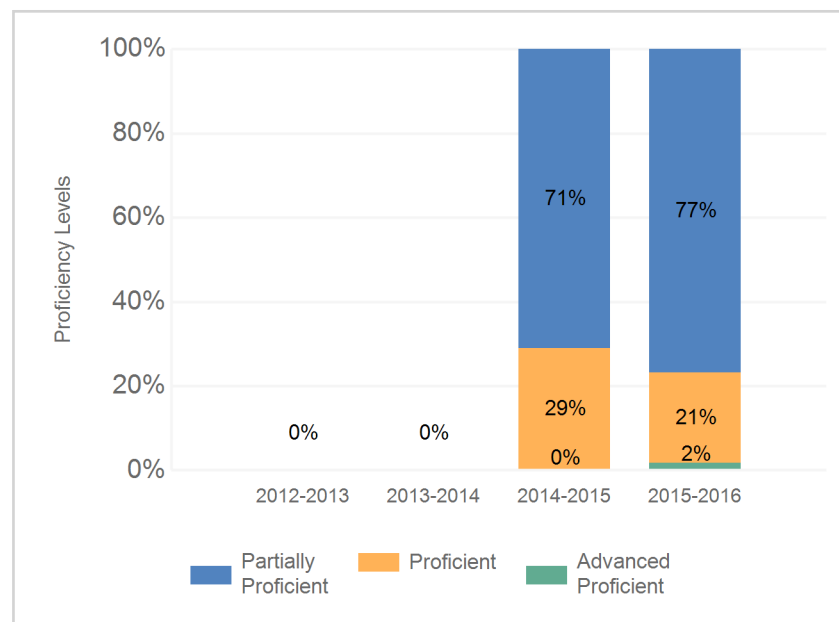
NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	2%	21%	77%
White	S	S	S
African American	2%	17%	80%
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	S	S	S
Students with Disability	N	N	100%
English Language Learners	N	N	N
Economically Disadvantaged Students	3%	25%	73%

NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	54	50
Student Growth on Math	41	44	50

Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	17%	6%	0%
Partially Met (L2)	10%	13%	6%
Approached (L3)	8%	14%	13%
Met (L4)	2%	2%	9%
Exceeded (L5)	0%	0%	0%

Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	21%	8%	2%
Partially Met (L2)	13%	20%	11%
Approached (L3)	6%	6%	8%
Met (L4)	1%	2%	2%
Exceeded (L5)	0%	0%	0%



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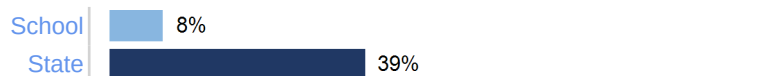
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



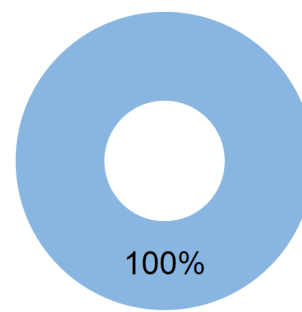
DANCE



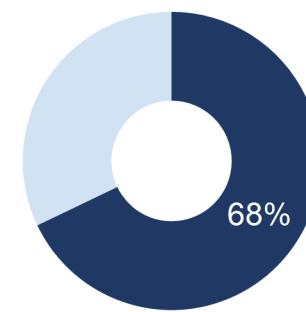
VISUAL ARTS



Any Visual and Performing Arts



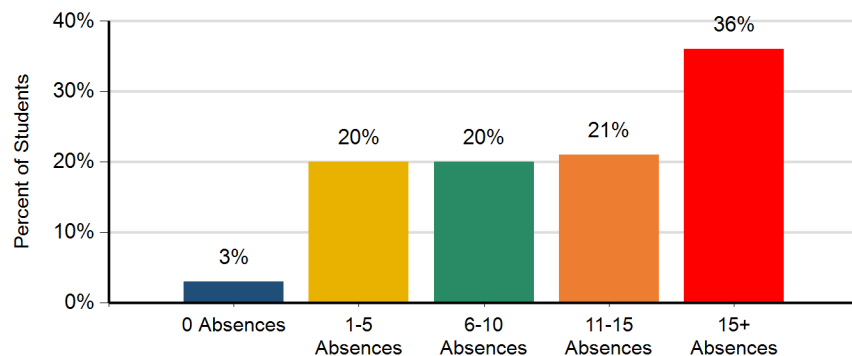
School



State

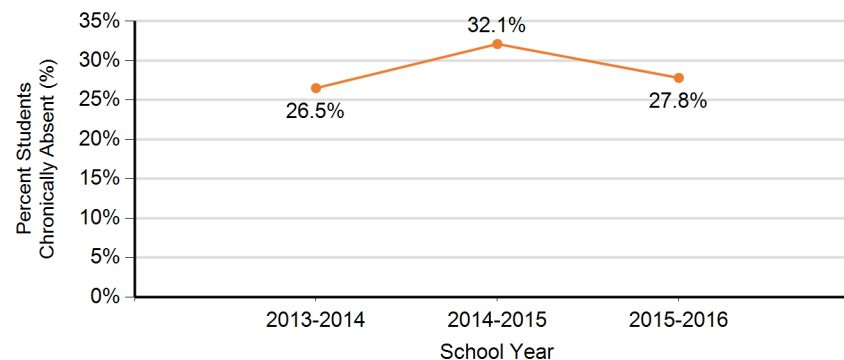
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	856:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	10.9%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



State of New Jersey
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Grade Span 09-12

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2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact njsmart@pcgus.com



State of New Jersey 2015-2016

Grade Span 09-12

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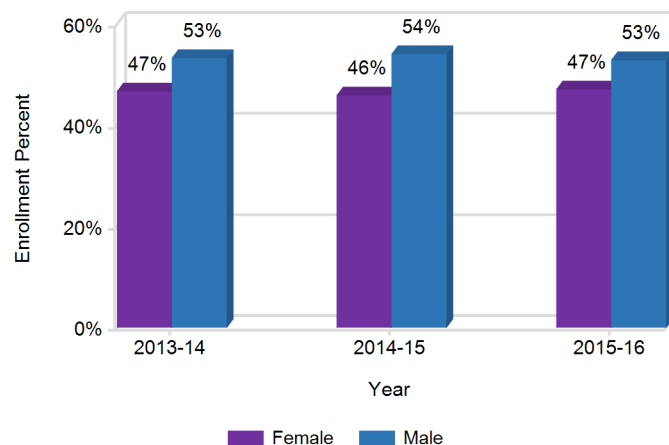
Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	657	597	472
Grade 10	438	569	423
Grade 11	467	373	445
Grade 12	427	499	368
UG	133	147	153
Total	2122	2185	1861

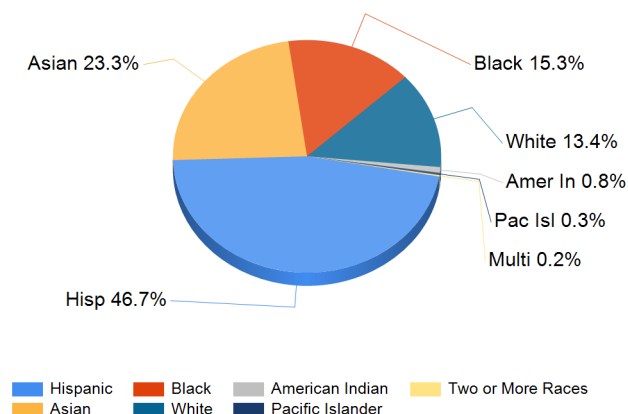
Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



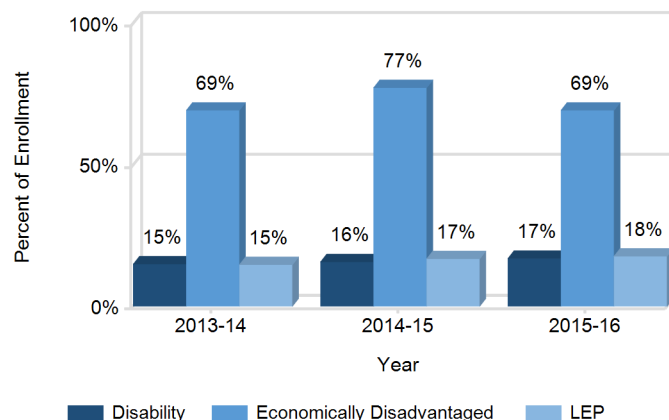
Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	35.1%
English	32.3%
Arabic	8.7%
Gujarati	6.3%
Urdu	4.9%
Other	13.7%

* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	32%	57	38
Mathematics Met or Exceeded Expectations	18%	57	33

Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	843	32%	38	91%	X	664	18%	33	90%	X
White	123	33%	26	92%	X	100	18%	23	96%	✓
African American	107	22%	43	82%	X	76	9%	47	84%	X
Hispanic	425	29%	51	90%	X	327	14%	39	88%	X
American Indian	S	S	S	S		S	S	S	S	
Asian	186	43%	19	95%	✓	159	28%	20	96%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	137	8%	42	81%	X	106	4%	28	85%	X
English Learner Students	130	5%	80	93%	X	82	7%	66	91%	X
Economically Disadvantaged Students	497	34%	67	91%	X	392	19%	61	93%	X



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PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	458	731	737	746	19%	21%	29%	27%	4%	31%	49%
White	63	732	748	754	22%	16%	32%	25%	5%	30%	58%
African American	69	723	725	729	20%	28%	32%	19%	1%	20%	30%
Hispanic	230	727	729	730	24%	21%	26%	27%	2%	29%	34%
Asian	96	744	767	774	6%	17%	34%	35%	7%	43%	78%
American Indian	N	N	N	734	N	N	N	N	N	N	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	704	713	S	S	S	S	S	S	12%
English Language Learners	S	S	697	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	276	732	733	729	19%	20%	29%	28%	3%	32%	31%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	425	726	736	740	27%	19%	22%	28%	3%	32%	44%
White	62	730	740	747	29%	13%	23%	32%	3%	36%	50%
African American	45	721	726	722	20%	33%	27%	20%	N	20%	28%
Hispanic	206	721	729	726	31%	18%	23%	25%	3%	28%	33%
Asian	109	734	760	767	21%	18%	20%	36%	5%	40%	69%
American Indian	S	S	784	729	S	S	S	S	S	S	35%
Two or More Races	S	S	746	741	S	S	S	S	S	S	45%
Students with Disability	S	S	697	702	S	S	S	S	S	S	11%
English Language Learners	S	S	696	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	242	727	733	723	27%	18%	21%	31%	3%	34%	30%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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**PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	414	743	751	736	16%	15%	22%	40%	8%	48%	40%
White	53	743	755	739	21%	11%	17%	45%	6%	51%	42%
African American	54	736	745	728	17%	20%	24%	33%	6%	39%	30%
Hispanic	205	741	745	732	16%	17%	22%	39%	7%	45%	37%
Asian	99	751	770	753	10%	10%	24%	44%	11%	56%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	S	S	715	736	S	S	S	S	S	S	39%
Students with Disability	53	704	706	710	47%	30%	11%	9%	2%	11%	13%
English Language Learners	76	729	721	702	18%	29%	25%	25%	3%	28%	8%
Economically Disadvantaged Students	235	740	747	730	16%	17%	26%	36%	6%	42%	33%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

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



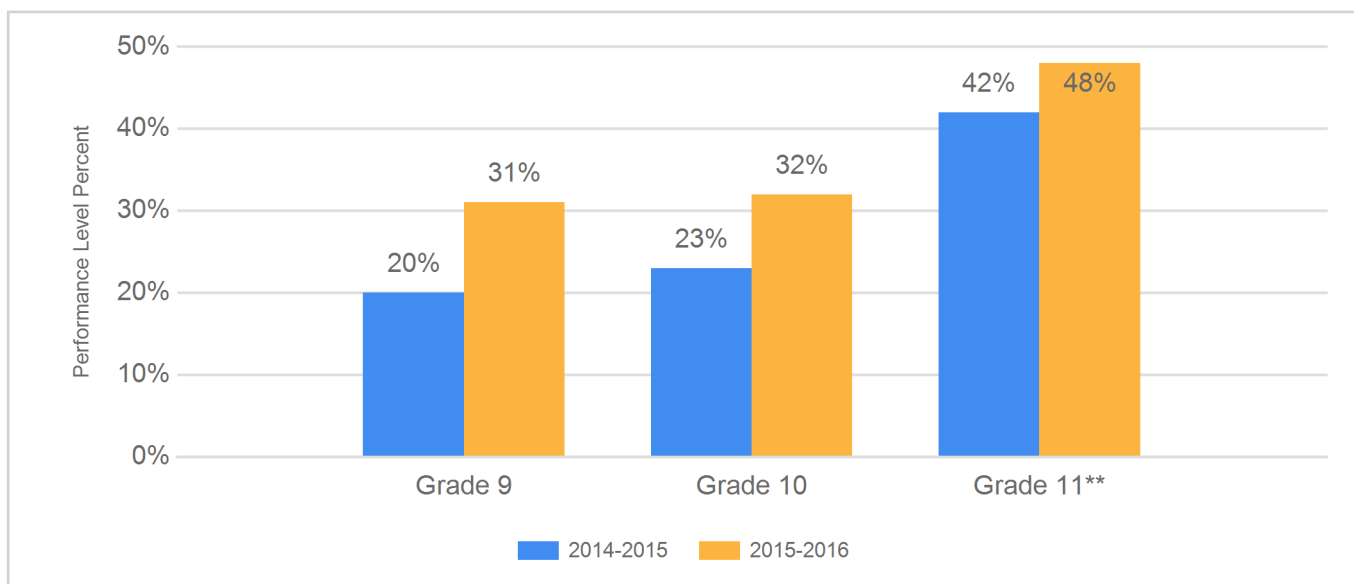
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PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



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



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PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	222	734	738	727	14%	24%	29%	32%	1%	33%	41%
White	34	734	755	734	15%	21%	35%	29%	N	29%	51%
African American	31	723	723	717	26%	19%	36%	19%	N	19%	20%
Hispanic	103	731	733	720	14%	27%	27%	31%	1%	32%	25%
Asian	54	747	759	746	6%	22%	26%	44%	2%	46%	76%
American Indian	N	N	N	726	N	N	N	N	N	N	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	703	708	S	S	S	S	S	S	10%
English Language Learners	17	713	713	707	41%	12%	29%	18%	N	18%	9%
Economically Disadvantaged Students	135	737	737	719	12%	21%	32%	36%	N	36%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	722	730	S	S	S	S	S	S	27%
White	S	S	730	736	S	S	S	S	S	S	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	717	720	S	S	S	S	S	S	13%
Asian	117	728	743	750	9%	35%	36%	19%	1%	20%	61%
American Indian	S	S	730	722	S	S	S	S	S	S	15%
Two or More Races	S	S	723	730	S	S	S	S	S	S	29%
Students with Disability	S	S	703	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	720	719	S	S	S	S	S	S	12%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	394	711	716	722	40%	24%	23%	12%	0%	13%	27%
White	48	713	725	728	44%	17%	21%	17%	2%	19%	31%
African American	S	S	701	700	S	S	S	S	S	S	8%
Hispanic	S	S	711	707	S	S	S	S	S	S	12%
Asian	92	722	745	754	25%	25%	30%	20%	N	20%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	727	727	S	S	S	S	S	S	34%
Students with Disability	S	S	683	690	S	S	S	S	S	S	5%
English Language Learners	74	702	696	692	53%	20%	15%	12%	N	12%	7%
Economically Disadvantaged Students	233	709	712	705	42%	22%	24%	12%	N	12%	11%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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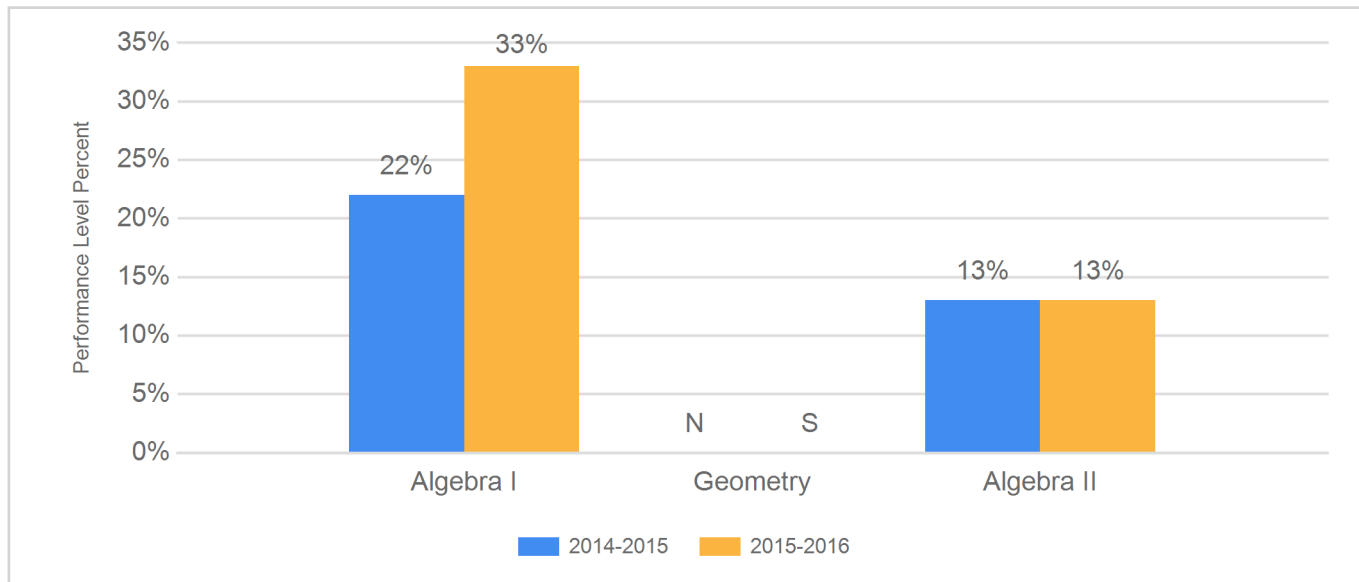
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PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

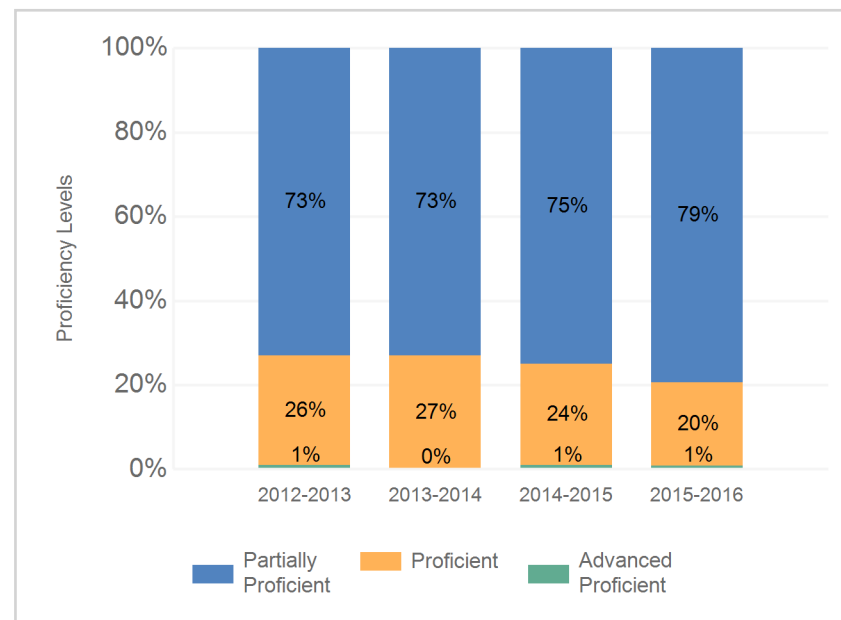
Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	1%	20%	79%
White	2%	14%	84%
African American	N	19%	81%
Hispanic	1%	14%	85%
American Indian	N	N	N
Asian	1%	36%	63%
Two or More Races	S	S	S
Students with Disability	N	8%	92%
English Language Learners	3%	10%	88%
Economically Disadvantaged Students	0.3%	18%	82%

Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	67.8%	58.0%
Percent of Students Participating in ACT	1.6%	27.6%

PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	32%	71%
Math	530	23%	53%
ACT	-	-	-
Reading	22	17%	58%
English	18	33%	74%
Math	22	33%	61%
Science	23	N	49%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	807	950
SAT	-	-
Reading and Writing	433	537
Math	458	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	880	790	720
SAT	-	-	-
Reading and Writing	490	440	380
Math	520	470	390
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S



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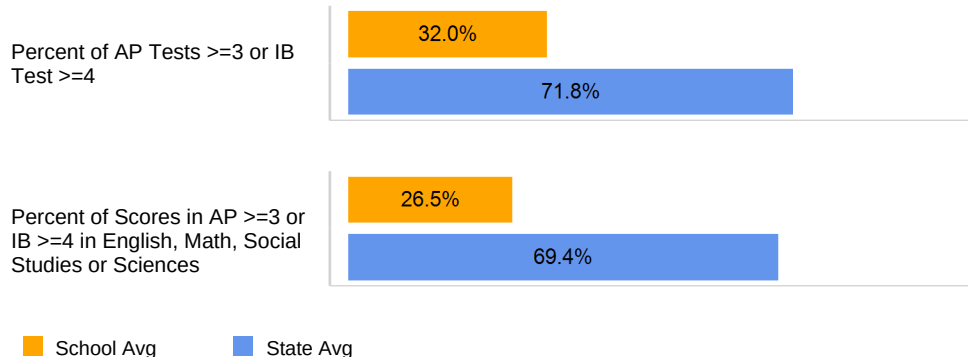
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AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP ≥ 3 or IB ≥ 4 for students enrolled in the school and across the state.



Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	16.5%	39.1%
One of More Test	21.9%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	16.2%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	31	31
AP Calculus AB	5	15
AP Chemistry	12	17
AP English Language and Composition	12	22
AP English Literature and Composition	10	14
AP Environmental Science	16	16
AP Physics 1	0	19
AP Psychology	63	60
AP Spanish Language	0	16
AP Studio Art—General Portfolio	0	4
AP U.S. History	0	13
AP World History	24	24
Student AP Tests ≥ 3 and IB Tests ≥ 4		57



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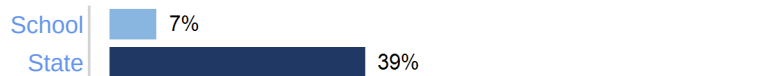
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Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

MUSIC



DRAMA



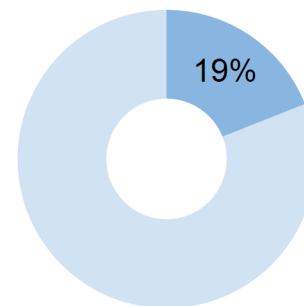
DANCE



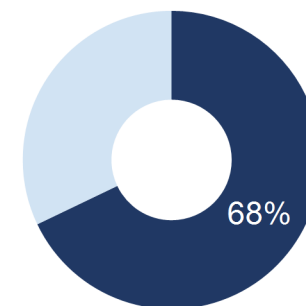
VISUAL ARTS



Any Visual and Performing Arts



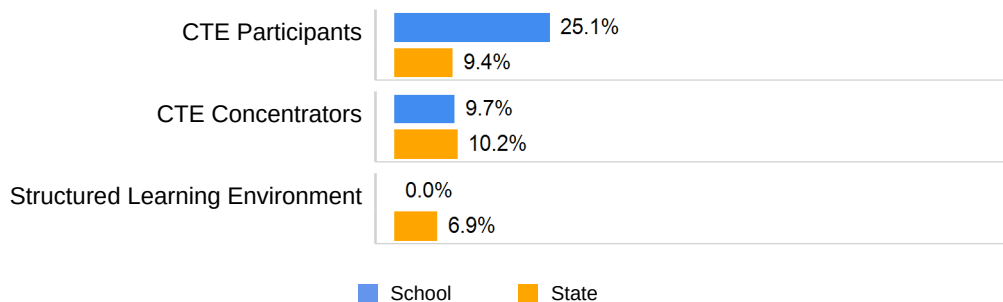
School



State

Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.





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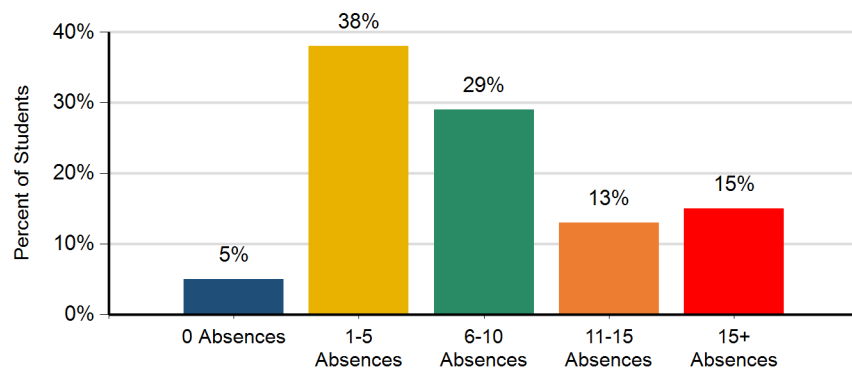
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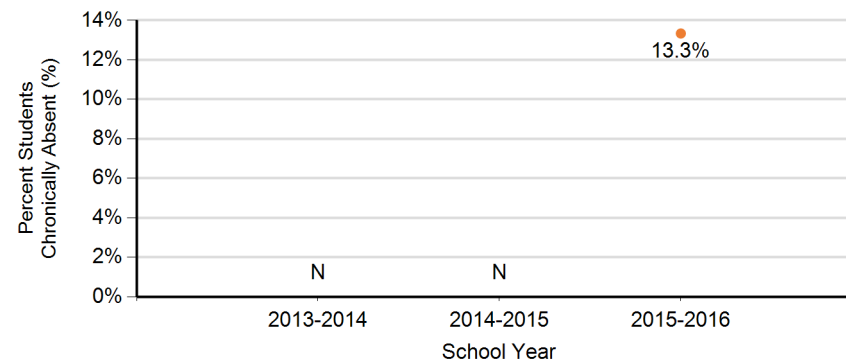
Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	78.2%	11	81%
White	87.5%	17	
African American	73.8%	18	
Hispanic	70.9%	9	
American Indian	S	S	
Asian	89.2%	12	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	49.4%	3	
English Language Learners	77.8%	36	
Economically Disadvantaged Students	78.1%	18	

Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	1.5%	1.2%
White	1.3%	0.6%
African American	1.6%	2.6%
Hispanic	2.5%	2.2%
American Indian	N	3.4%
Asian	0.2%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.5%	1.7%
English Language Learners	0.4%	0.1%
Economically Disadvantaged Students	1.5%	1.7%



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Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	62%	71%
2014	73%	78%
2015	77%	80%
2016	78%	

Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	76.6%	39.2%	60.8%
White	76.3%	27.6%	72.4%
African American	76.6%	49.2%	50.8%
Hispanic	71.1%	47.4%	52.6%
American Indian	S	S	S
Asian	85.3%	28.7%	71.3%
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	57.5%	60.9%	39.1%
English Language Learners	80.5%	39.4%	60.6%
Economically Disadvantaged Students	74.1%	37.2%	62.8%



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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 15 Mins.

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 15 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	311:1

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	7.5%

Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%