



Casimir Pulaski School # 8
2016-2017


Grade Span PK-02

31-3970-120
 PASSAIC
 PASSAIC CITY
 100 FOURTH ST.
 PASSAIC, NJ 07055-7604

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- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
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Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Footnotes

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	19	30	31
KG	128	117	124
1	132	141	123
2	106	121	138
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	2	1
Total	385	411	417

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	29	30	31
KG - Half Day	0	0	0
KG - Full Day	162	117	124

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	50%	48%
Male	50%	50%	52%
Economically Disadvantaged Students	100%	100%	100%
Students with Disabilities	11%	10%	8%
English Learners	47%	59%	52%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	94.5%
Black or African American	5.0%
Asian	0.2%
White	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	83.0%
English	16.8%
Other	0.2%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

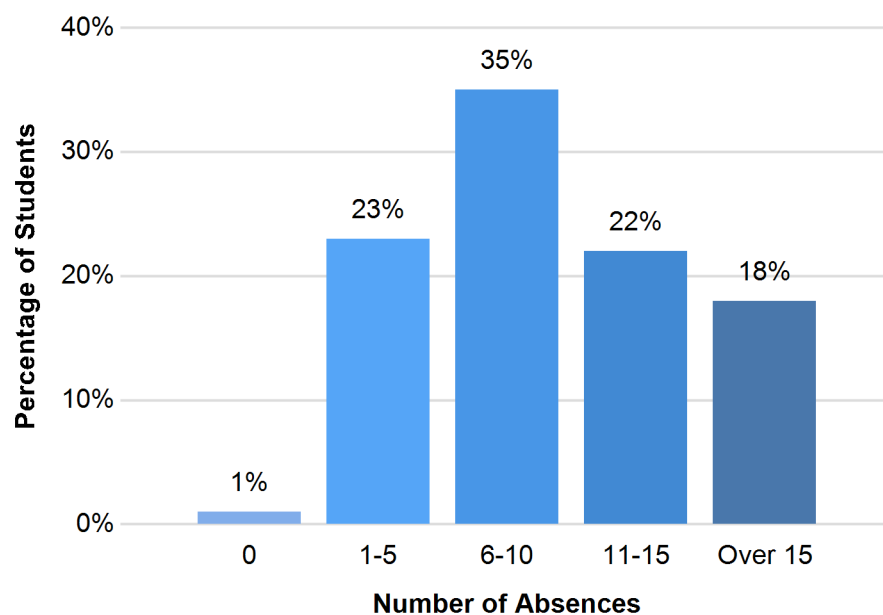
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.50	9.80	Not Met
White	N	**	**
Hispanic	11.80	9.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	13.50	9.80	Not Met
Students with Disabilities	22.20	9.80	Not Met
English Learners	13.90	9.80	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





Casimir Pulaski School # 8

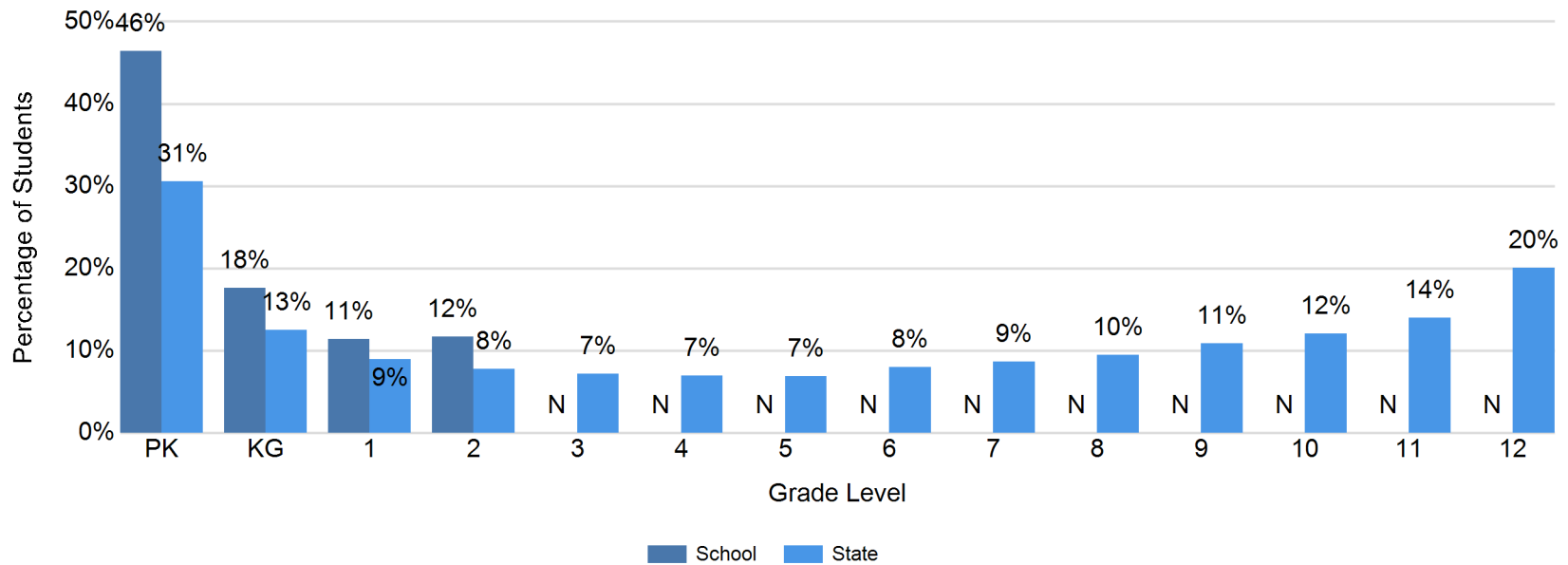
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	120,724
Average years experience in public schools	13.9	11.8
Average years experience in district	13.4	10.5
Teachers in district for 4 or more years	87%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	417:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1

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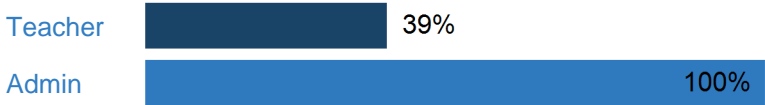
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	94%



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School General Info

Principal:	Mr. Colon	Email Address:	rfraguella@passaicschools.org
Address:	100 FOURTH ST. PASSAIC, NJ 07055-7604	Website:	www.passaicschools.org
Phone:	(973)470-5508	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Implementing Teacher Strategies Gold to better prepare kindergarten students for grade 1. • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



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Courses, Curriculum, Instruction:

School No. 8 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



Before and After School Programs:

Students at School No. 8 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.






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 Staff and Professional Learning:	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 Student Supports and Services:	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 Parent and Community Involvement:	<p>At School No. 8 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>




Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
2	188	124	126
3	155	143	114
4	114	121	144
5	116	92	118
6	116	103	91
Ungraded	29	72	63
Total	718	655	656

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	46%	44%	43%
Male	54%	56%	57%
Economically Disadvantaged Students	100%	99%	100%
Students with Disabilities	16%	24%	24%
English Learners	35%	29%	22%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	93.0%
Black or African American	6.1%
White	0.5%
Asian	0.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	81.3%
English	18.3%
Other	0.6%



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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	507	100.0	24.90	28.80	54.90	24.9	20.6	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	471	100.0	25.40	28.20	39.80	25.4	21.1	Met Target
Black or African American	32	100.0	18.70	25.60	35.20	18.7	16.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	216	100.0	23.60	34.40	62.20	23.6		
Male	291	100.0	25.70	23.50	48.10	25.7		
Economically Disadvantaged Students	*	*	*	*	36.20	*	20.6	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	134	100.0	17.20	*	20.50	17.2	24.5	Not Met
Students without Disabilities	373	100.0	27.60	*	61.90	27.6		
English Learners	267	100.0	20.20	*	25.20	20.2	16.3	Met Target
Non-English Learners	240	100.0	30.00	*	57.40	30		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

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† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	717	721	749	29%	30%	26%	*	*	15%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	102	718	721	734	29%	29%	26%	*	*	16%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	53	717	726	754	28%	26%	34%	*	*	11%	55%
Male	56	717	717	745	30%	34%	18%	*	*	18%	46%
Economically Disadvantaged Students	109	717	721	731	29%	30%	26%	*	*	15%	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	22	687	684	720	*	*	*	*	*	*	24%
Students without Disabilities	87	724	727	755	*	*	*	*	*	*	55%
English Learners	42	700	698	709	*	*	*	*	*	*	11%
Non-English Learners	67	727	737	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	733	731	753	*	*	32%	30%	*	33%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	127	733	730	740	18%	*	31%	31%	*	34%	40%
Black or African American	11	736	732	737	*	*	*	*	0%	27%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	63	729	734	758	21%	*	29%	29%	*	29%	61%
Male	75	737	728	749	15%	*	35%	32%	*	37%	51%
Economically Disadvantaged Students	138	733	731	737	*	*	32%	30%	*	33%	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	19	704	*	725	*	*	*	*	*	*	25%
Students without Disabilities	119	738	*	759	*	*	*	*	*	*	62%
English Learners	27	697	*	711	*	*	*	*	*	*	10%
Non-English Learners	111	742	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Daniel F. Ryan Elementary School # 19
2016-2017

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	729	731	756	*	21%	35%	23%	*	24%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	107	730	731	743	*	22%	35%	23%	*	24%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	50	734	738	761	*	20%	36%	*	*	28%	66%
Male	64	725	725	750	*	22%	34%	*	*	20%	53%
Economically Disadvantaged Students	114	729	731	740	*	21%	35%	23%	*	24%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	15	693	701	725	*	*	*	*	*	*	22%
Students without Disabilities	99	734	736	762	*	*	*	*	*	*	66%
English Learners	13	692	700	710	*	*	*	*	*	*	12%
Non-English Learners	101	734	737	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

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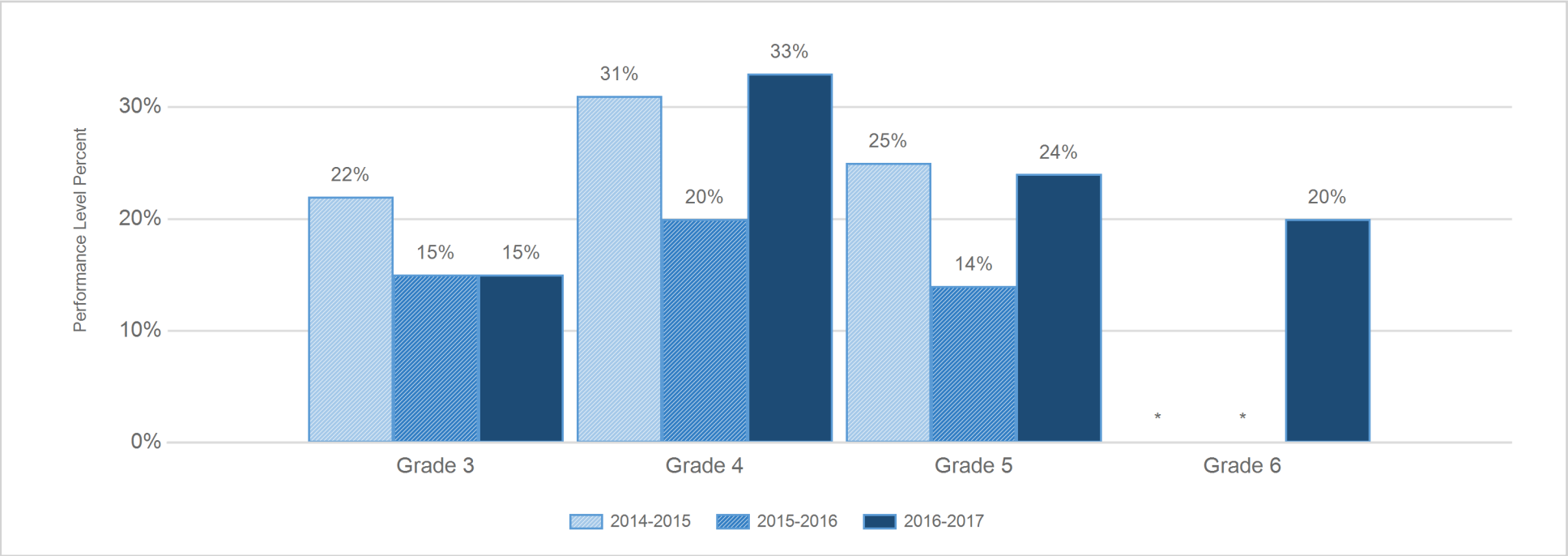
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	728	733	752	*	36%	33%	19%	*	20%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	85	728	733	740	*	38%	33%	19%	*	20%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	44	733	738	758	*	32%	39%	*	*	23%	61%
Male	47	723	728	746	*	40%	28%	*	*	17%	46%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	20	717	711	722	*	*	*	*	*	15%	17%
Students without Disabilities	71	731	737	758	*	*	*	*	*	21%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Daniel F. Ryan Elementary School # 19
2016-2017
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	514	100.0	25.50	22.10	43.50	25.5	24.3	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	479	100.0	26.40	*	27.60	26.4	24.8	Met Target
Black or African American	32	100.0	15.60	13.10	21.70	15.6	19.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	221	100.0	21.30	*	44.10	21.3		
Male	293	100.0	28.60	*	42.90	28.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	24.4	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	134	100.0	19.40	*	16.50	19.4	23.2	Met Target†
Students without Disabilities	380	100.0	27.60	*	48.80	27.6		
English Learners	274	100.0	22.60	*	23.30	22.6	21.1	Met Target
Non-English Learners	240	100.0	28.80	*	45.20	28.8		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	729	730	751	16%	25%	38%	21%	0%	21%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	105	729	730	738	14%	27%	37%	22%	0%	22%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	54	728	732	751	*	20%	41%	20%	*	20%	52%
Male	58	729	728	751	*	29%	36%	21%	*	21%	53%
Economically Disadvantaged Students	112	729	730	736	16%	25%	38%	21%	0%	21%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	22	719	707	729	*	*	*	*	*	*	29%
Students without Disabilities	90	731	733	755	*	*	*	*	*	*	57%
English Learners	45	716	717	724	*	*	*	*	*	*	21%
Non-English Learners	67	737	739	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

31-3970-200
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	737	730	747	*	28%	28%	32%	*	34%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	132	737	730	734	*	28%	27%	33%	*	35%	30%
Black or African American	11	735	725	729	*	*	*	*	0%	27%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	67	731	730	747	*	34%	27%	27%	*	27%	47%
Male	76	742	730	747	*	22%	29%	37%	*	41%	48%
Economically Disadvantaged Students	143	737	730	732	*	28%	28%	32%	*	34%	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	19	721	*	724	*	*	*	*	*	*	22%
Students without Disabilities	124	739	*	751	*	*	*	*	*	*	52%
English Learners	32	710	*	716	*	*	*	*	*	*	12%
Non-English Learners	111	745	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

31-3970-200
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	726	730	747	17%	33%	32%	19%	0%	19%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	107	726	730	735	17%	33%	30%	21%	0%	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	50	721	732	747	*	48%	20%	*	0%	16%	47%
Male	64	729	728	746	*	20%	41%	*	0%	22%	46%
Economically Disadvantaged Students	114	726	730	732	17%	33%	32%	19%	0%	19%	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	15	708	715	725	*	*	*	*	*	*	19%
Students without Disabilities	99	728	732	751	*	*	*	*	*	*	52%
English Learners	13	712	709	717	*	*	*	*	*	*	12%
Non-English Learners	101	727	734	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

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Mathematics Assessment - Performance by Grade: Grade 6**

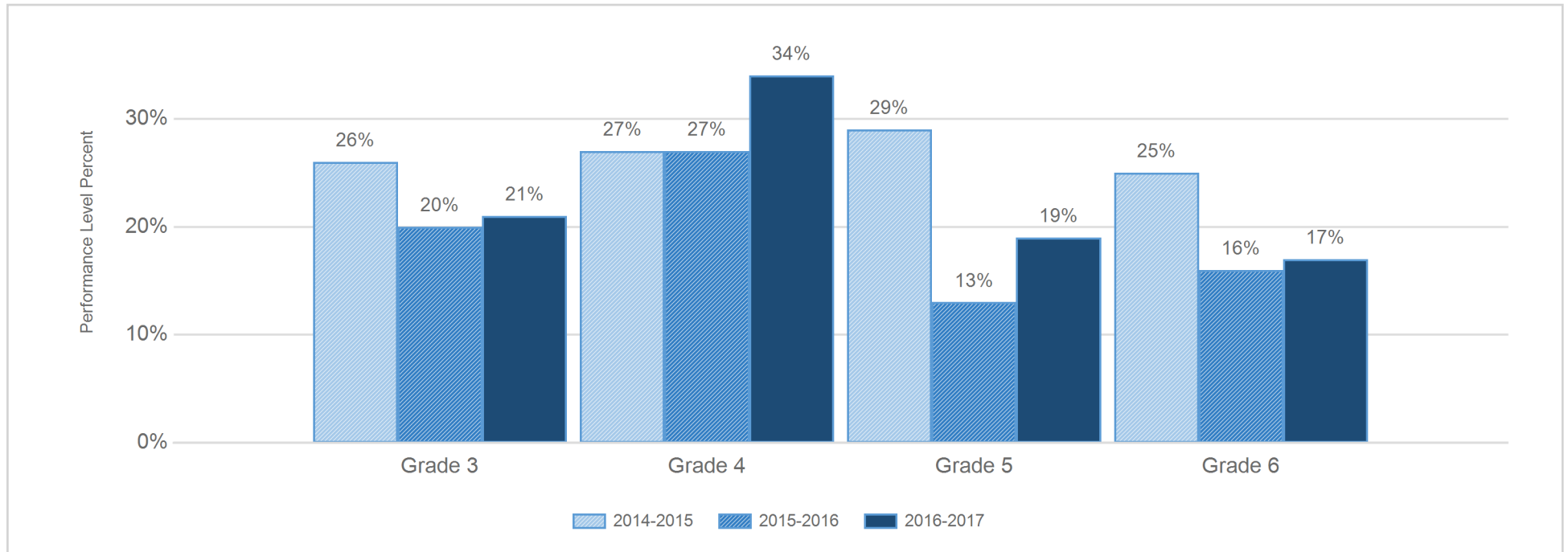
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	724	731	743	17%	35%	32%	17%	0%	17%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	85	724	731	731	17%	35%	32%	17%	0%	17%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	44	727	732	745	*	41%	34%	*	*	16%	45%
Male	47	722	730	742	*	30%	30%	*	*	17%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	20	714	712	717	*	*	*	*	*	*	13%
Students without Disabilities	71	728	734	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

31-3970-200
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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	20	20
4	16	15
5	14	15
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	*	*	*
3	14	*	*
4	46	*	*
5+	66	*	*



Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

31-3970-200
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 PASSAIC, NJ 07055

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

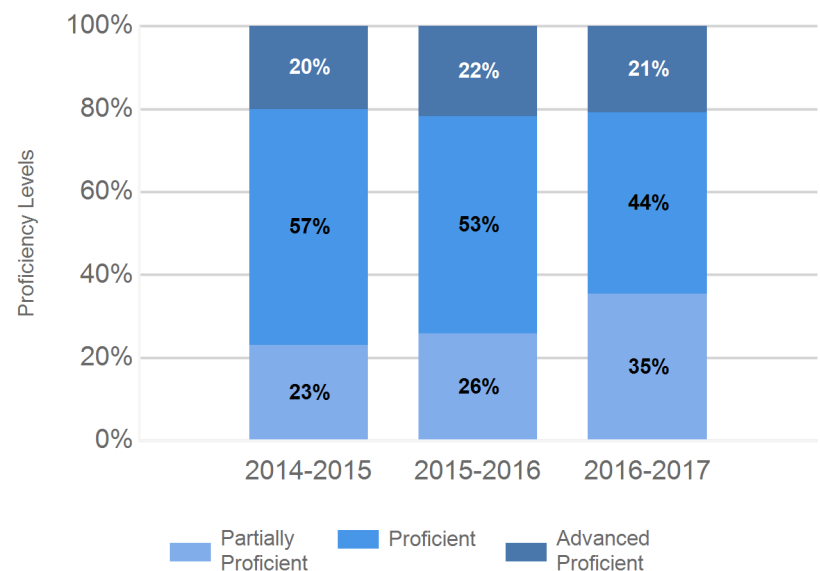
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	21%	44%	35%
White	N	N	N
Hispanic	21%	46%	34%
Black or African American	27%	27%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	21%	44%	35%
Students with Disabilities	14%	24%	62%
English Learners	N	30%	70%

NJASK Science Assessment Performance Trends: Grade 4

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





Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

31-3970-200
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	52	50	Met Target	54	48	50	Met Target
White	*	*	50	**	*	41.5	52	**
Hispanic	48	*	49	Met Target	54	*	47	Met Target
Black or African American	*	43	45	Not Met	*	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	52	47	Met Target	54	48	46	Met Target
Students with Disabilities	37	38	41	Not Met	48	*	43	Met Target
English Learners	48	53	53	Met Target	54	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Daniel F. Ryan Elementary School # 19

2016-2017

Grade Span 02-06

31-3970-200

PASSAIC

PASSAIC CITY

320 HIGHLAND AVE.

PASSAIC, NJ 07055

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

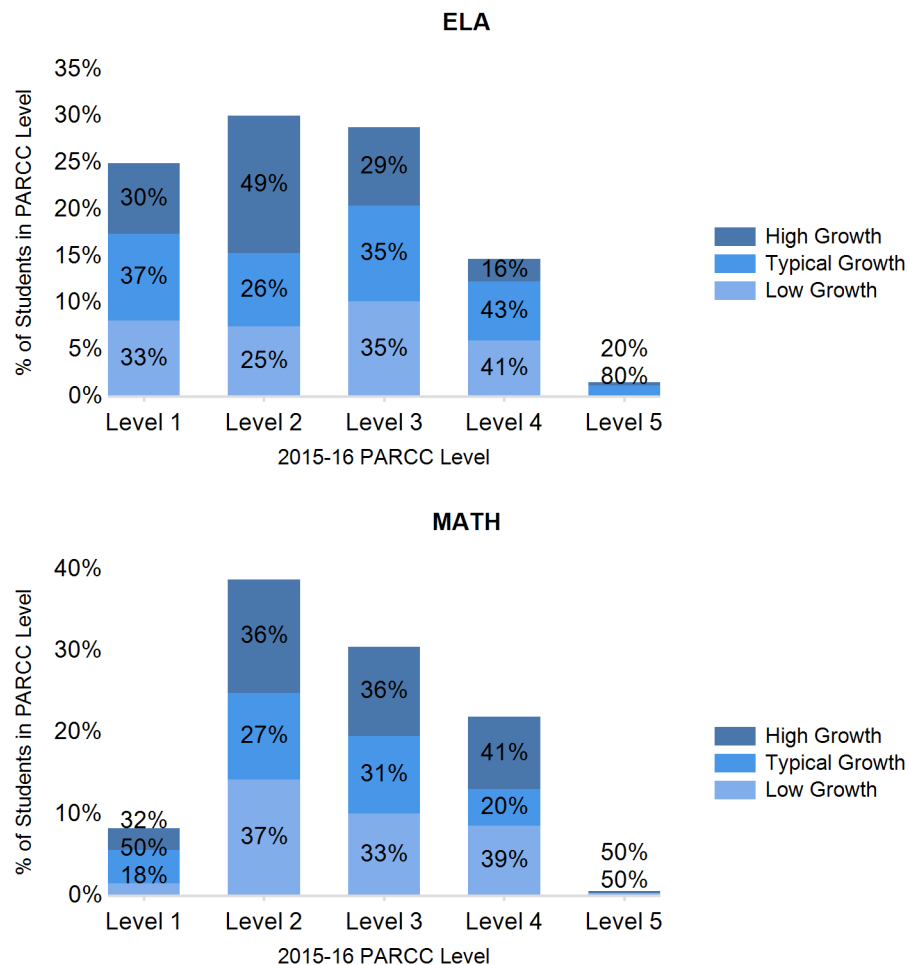
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

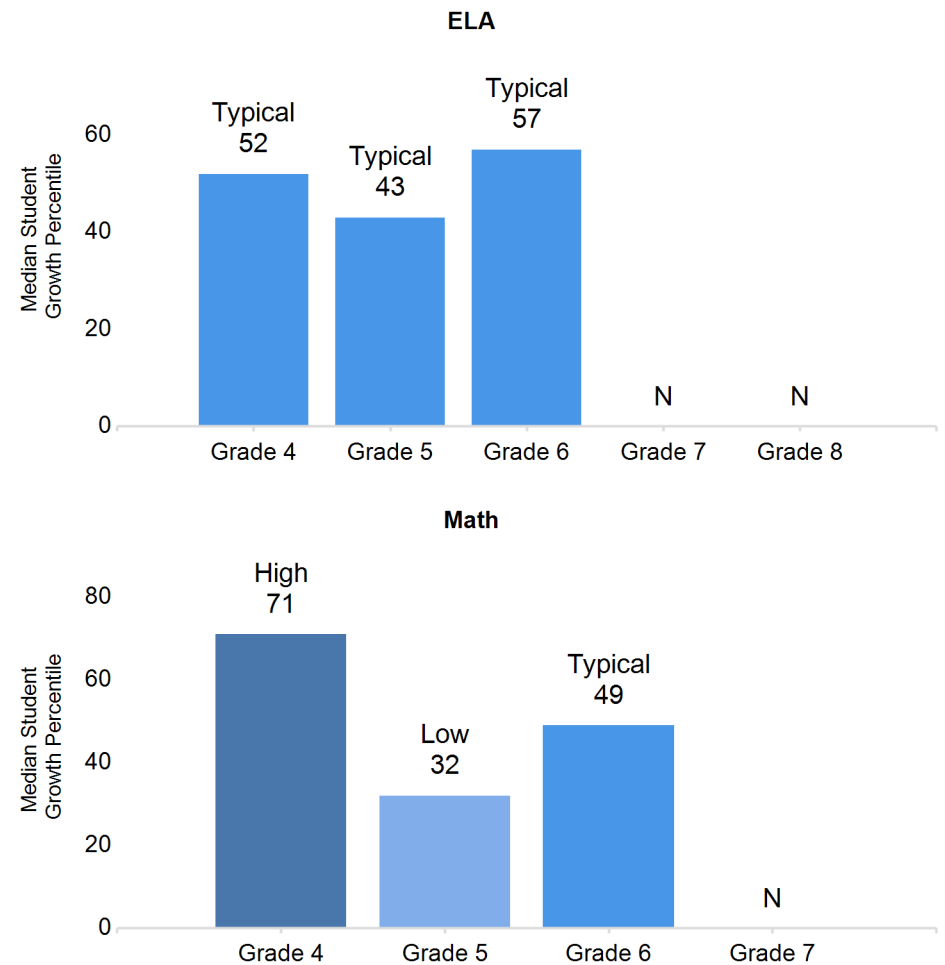
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

31-3970-200
PASSAIC
PASSAIC CITY
320 HIGHLAND AVE.
PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

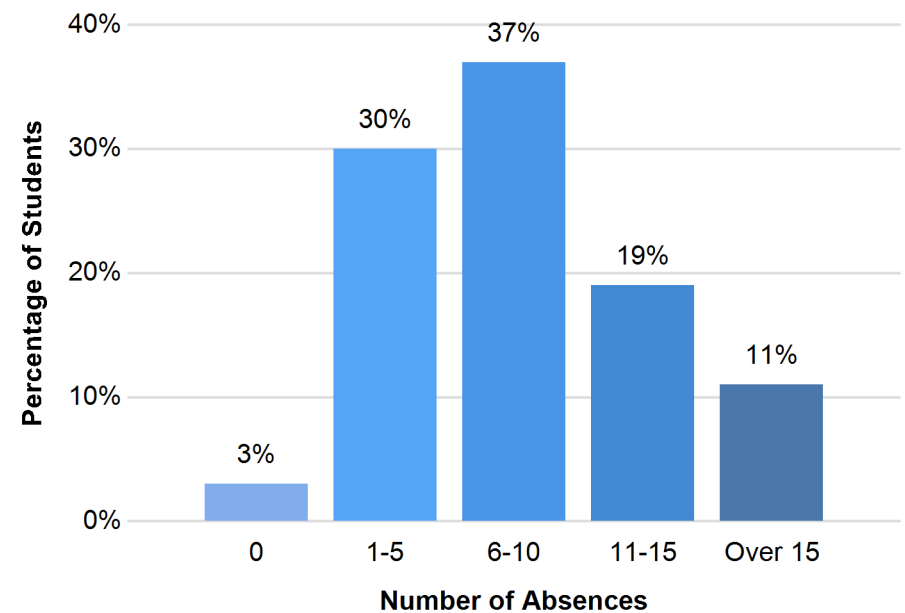
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.40	7.40	Met Target
White	N	**	**
Hispanic	6.30	7.40	Met Target
Black or African American	9.80	7.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.40	7.40	Met Target
Students with Disabilities	7.30	7.40	Met Target
English Learners	7.40	7.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

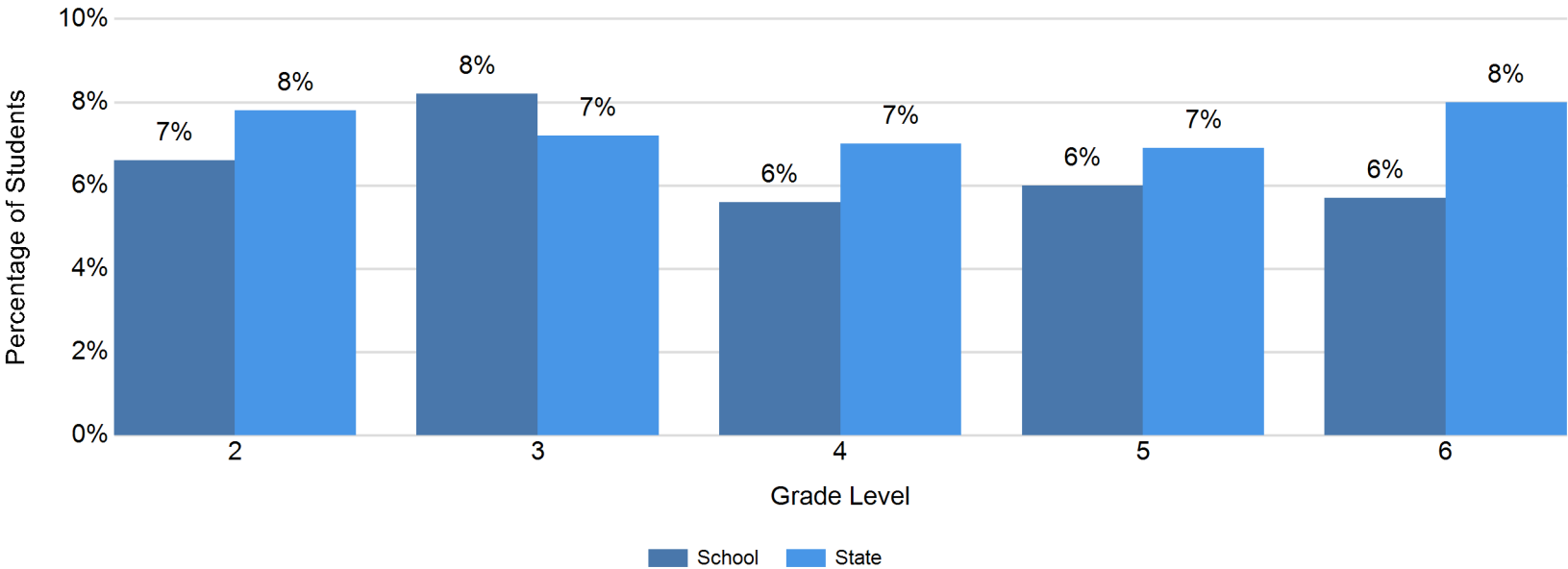
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

31-3970-200
 PASSAIC
 PASSAIC CITY
 320 HIGHLAND AVE.
 PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.07

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.6%
Any Suspension	0.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

31-3970-200
 PASSAIC
 PASSAIC CITY
 320 HIGHLAND AVE.
 PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

31-3970-200
PASSAIC
PASSAIC CITY
320 HIGHLAND AVE.
PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	120,724
Average years experience in public schools	9.5	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	75%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	328:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

31-3970-200
PASSAIC
PASSAIC CITY
320 HIGHLAND AVE.
PASSAIC, NJ 07055

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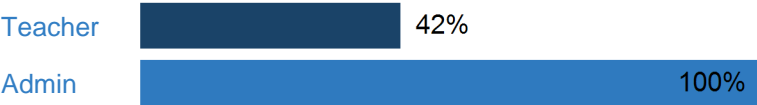
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Daniel F. Ryan Elementary School # 19

2016-2017

Grade Span 02-06

31-3970-200

PASSAIC

PASSAIC CITY

320 HIGHLAND AVE.

PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	10.2	17.5%
Mathematics Proficiency	20.8	17.5%
English Language Arts Growth	38.8	25.0%
Mathematics Growth	67.3	25.0%
Chronic Absenteeism	60.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		41.0
Summative Rating: Percentile rank of Summative Score		35.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Daniel F. Ryan Elementary School # 19
2016-2017

Grade Span 02-06

31-3970-200
PASSAIC
PASSAIC CITY
320 HIGHLAND AVE.
PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	41.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	48.3	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	44.1	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	54.0	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	53.6	11.9	No	Not Met	Met Target†	Met Target	Not Met	Met Target	No
English Learners	46.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06



31-3970-200
 PASSAIC
 PASSAIC CITY
 320 HIGHLAND AVE.
 PASSAIC, NJ 07055

School General Info

Principal:	Mr. Janoowalla	Email Address:	gjanoowalla@passaicschools.org
Address:	320 HIGHLAND AVE. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)779-4219	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Students used workshop format to develop writing pieces that align to New Jersey Student Learning Standards.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



Daniel F. Ryan Elementary School # 19

2016-2017

Grade Span 02-06

31-3970-200

PASSAIC



PASSAIC CITY

320 HIGHLAND AVE.

PASSAIC, NJ 07055

School Narrative

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

<div>  <div> <div>Courses, Curriculum, Instruction:</div> </div> </div>	<div>School No. 19 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.</div>
<div>  <div> <div>Before and After School Programs:</div> </div> </div>	<div>Students at School No. 19 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.</div>






Daniel F. Ryan Elementary School # 19
2016-2017
Grade Span 02-06

31-3970-200
PASSAIC
PASSAIC CITY
320 HIGHLAND AVE.
PASSAIC, NJ 07055

School Narrative

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

 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.
 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 19 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
3	202	168	171
4	177	183	165
5	174	148	172
6	155	149	136
Ungraded	24	1	0
Total	732	649	644

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	50%	51%	51%
Male	50%	49%	50%
Economically Disadvantaged Students	100%	99%	100%
Students with Disabilities	17%	15%	12%
English Learners	46%	37%	30%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	96.7%
Black or African American	3.0%
Asian	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	88.7%
English	11.0%
Other	0.3%



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	619	100.0	18.20	28.80	54.90	18.2	20.1	Met Target†
White	*	*	*	44.30	63.90	N	**	**
Hispanic	598	100.0	17.40	28.20	39.80	17.4	19.9	Met Target†
Black or African American	19	100.0	36.80	25.60	35.20	36.8	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	313	100.0	21.40	34.40	62.20	21.4		
Male	306	100.0	15.00	23.50	48.10	15		
Economically Disadvantaged Students	*	*	*	*	36.20	*	20.1	Met Target†
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	74	100.0	*	*	20.50	*	7	Not Met
Students without Disabilities	545	100.0	*	*	61.90	*		
English Learners	455	100.0	16.70	*	25.20	16.7	17.3	Met Target†
Non-English Learners	164	100.0	22.60	*	57.40	22.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	712	721	749	38%	24%	24%	14%	0%	14%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	157	711	721	734	38%	24%	25%	13%	0%	13%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	79	713	726	754	33%	27%	28%	13%	0%	13%	55%
Male	85	710	717	745	42%	22%	20%	15%	0%	15%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	21	674	684	720	*	*	*	*	*	*	24%
Students without Disabilities	143	717	727	755	*	*	*	*	*	*	55%
English Learners	90	696	698	709	*	*	*	*	*	*	11%
Non-English Learners	74	731	737	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Etta Gero School # 9
2016-2017
Grade Span 03-06

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	163	721	731	753	22%	31%	31%	*	*	17%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	160	721	730	740	22%	31%	31%	*	*	16%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	89	725	734	758	17%	32%	35%	*	*	17%	61%
Male	74	716	728	749	27%	30%	27%	*	*	16%	51%
Economically Disadvantaged Students	163	721	731	737	22%	31%	31%	*	*	17%	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	21	690	*	725	*	*	*	*	*	*	25%
Students without Disabilities	142	726	*	759	*	*	*	*	*	*	62%
English Learners	44	701	*	711	*	*	*	*	*	*	10%
Non-English Learners	119	728	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	164	728	731	756	*	26%	31%	25%	*	26%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	156	728	731	743	*	28%	30%	24%	*	25%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	81	737	738	761	*	21%	33%	33%	*	35%	66%
Male	83	720	725	750	*	31%	28%	17%	*	17%	53%
Economically Disadvantaged Students	164	728	731	740	*	26%	31%	25%	*	26%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	16	702	701	725	*	*	*	*	*	*	22%
Students without Disabilities	148	731	736	762	*	*	*	*	*	*	66%
English Learners	28	697	700	710	*	*	*	*	*	*	12%
Non-English Learners	136	735	737	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Etta Gero School # 9
2016-2017
Grade Span 03-06

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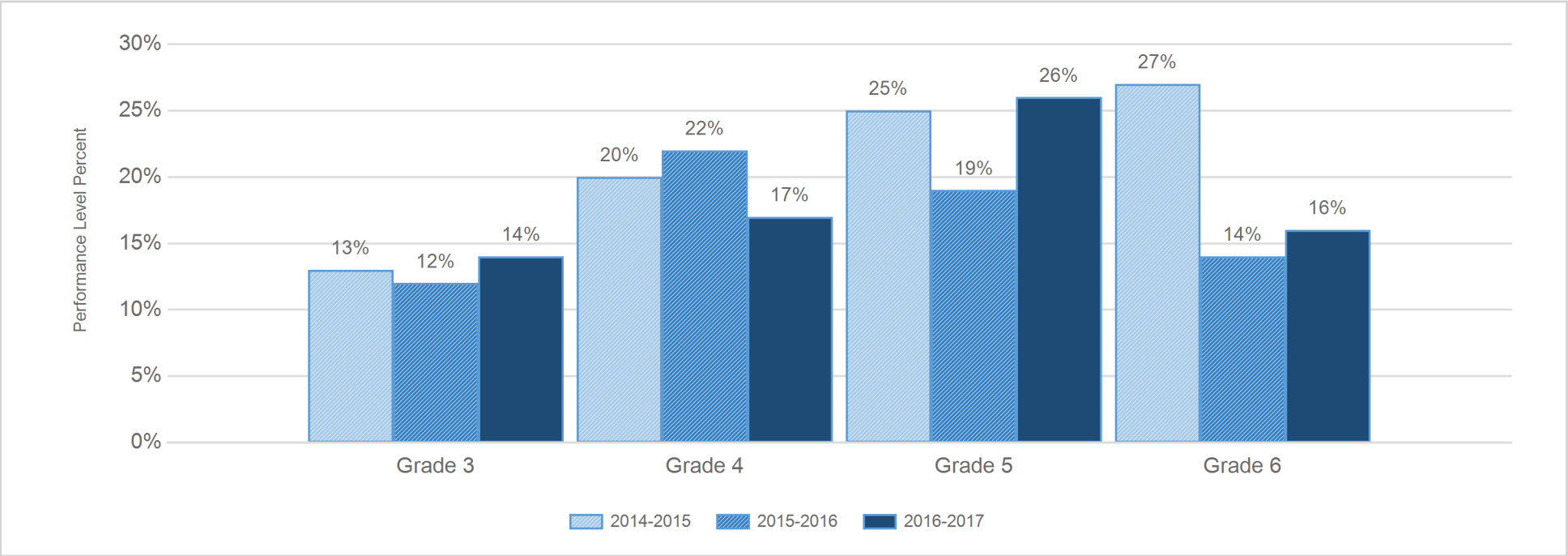
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	135	724	733	752	16%	38%	30%	16%	0%	16%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	132	723	733	740	17%	38%	31%	14%	0%	14%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	67	727	738	758	15%	31%	33%	*	*	21%	61%
Male	68	720	728	746	18%	44%	28%	*	*	10%	46%
Economically Disadvantaged Students	135	724	*	737	16%	38%	30%	16%	0%	16%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	16	712	711	722	*	*	*	*	*	*	17%
Students without Disabilities	119	725	737	758	*	*	*	*	*	*	61%
English Learners	13	703	708	710	*	*	*	*	*	*	*
Non-English Learners	122	726	736	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	633	100.0	21.60	22.10	43.50	21.6	24	Met Target†
White	*	*	*	27.00	52.40	N	**	**
Hispanic	612	100.0	22.00	*	27.60	22	24.6	Met Target†
Black or African American	19	100.0	*	13.10	21.70	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	320	100.0	22.20	*	44.10	22.2		
Male	313	100.0	21.10	*	42.90	21.1		
Economically Disadvantaged Students	*	*	*	*	25.10	*	24	Met Target†
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	74	100.0	*	*	16.50	*	15.2	Not Met
Students without Disabilities	559	100.0	*	*	48.80	*		
English Learners	469	100.0	21.50	*	23.30	21.5	24.2	Met Target†
Non-English Learners	164	100.0	21.90	*	45.20	21.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Etta Gero School # 9
2016-2017

Grade Span 03-06

31-3970-125
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	719	730	751	25%	34%	26%	15%	0%	15%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	163	719	730	738	25%	34%	26%	15%	0%	15%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	83	721	732	751	18%	42%	27%	13%	0%	13%	52%
Male	87	718	728	751	32%	25%	25%	17%	0%	17%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	21	699	707	729	*	*	*	*	*	*	29%
Students without Disabilities	149	722	733	755	*	*	*	*	*	*	57%
English Learners	96	710	717	724	*	*	*	*	*	*	21%
Non-English Learners	74	731	739	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Etta Gero School # 9
2016-2017

Grade Span 03-06

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	165	724	730	747	18%	36%	29%	17%	0%	17%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	162	725	730	734	17%	37%	28%	17%	0%	17%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	89	728	730	747	16%	34%	30%	20%	0%	20%	47%
Male	76	720	730	747	20%	40%	28%	13%	0%	13%	48%
Economically Disadvantaged Students	165	724	730	732	18%	36%	29%	17%	0%	17%	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	21	707	*	724	*	*	*	*	*	*	22%
Students without Disabilities	144	727	*	751	*	*	*	*	*	*	52%
English Learners	46	715	*	716	*	*	*	*	*	*	12%
Non-English Learners	119	728	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Etta Gero School # 9
2016-2017
Grade Span 03-06

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	170	734	730	747	*	27%	34%	28%	*	29%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	162	734	730	735	*	27%	33%	29%	*	30%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	85	737	732	747	*	25%	34%	34%	*	35%	47%
Male	85	730	728	746	*	29%	34%	22%	*	24%	46%
Economically Disadvantaged Students	170	734	730	732	*	27%	34%	28%	*	29%	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	16	718	715	725	*	*	*	*	*	*	19%
Students without Disabilities	154	736	732	751	*	*	*	*	*	*	52%
English Learners	34	708	709	717	*	*	*	*	*	*	12%
Non-English Learners	136	740	734	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Etta Gero School # 9
2016-2017
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Mathematics Assessment - Performance by Grade: Grade 6**

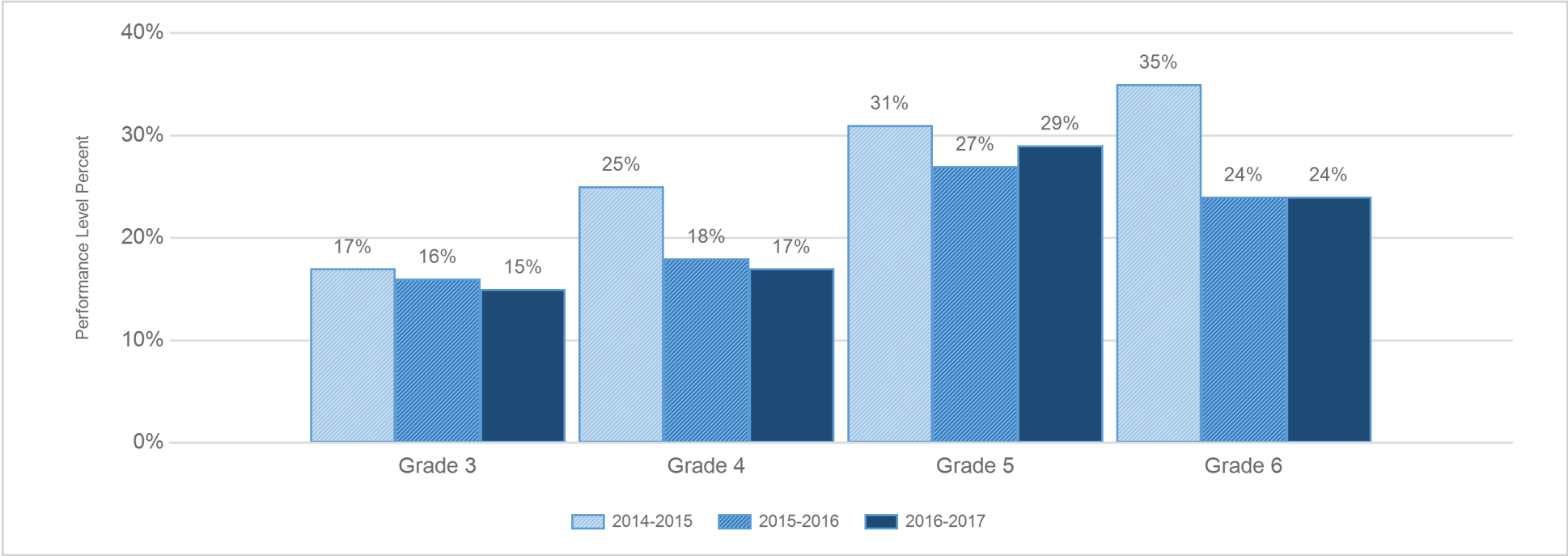
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	734	731	743	9%	28%	39%	24%	0%	24%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	134	733	731	731	9%	28%	38%	25%	0%	25%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	67	731	732	745	*	24%	45%	18%	*	18%	45%
Male	70	736	730	742	*	31%	34%	30%	*	30%	43%
Economically Disadvantaged Students	137	734	731	728	9%	28%	39%	24%	0%	24%	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	16	721	712	717	*	*	*	*	*	*	13%
Students without Disabilities	121	735	734	748	*	*	*	*	*	*	50%
English Learners	15	714	715	710	*	*	*	*	*	*	*
Non-English Learners	122	736	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Etta Gero School # 9
2016-2017

Grade Span 03-06

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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	17	*	*
2	14	*	*
3	*	*	*
4	77	*	*
5+	68	*	*



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

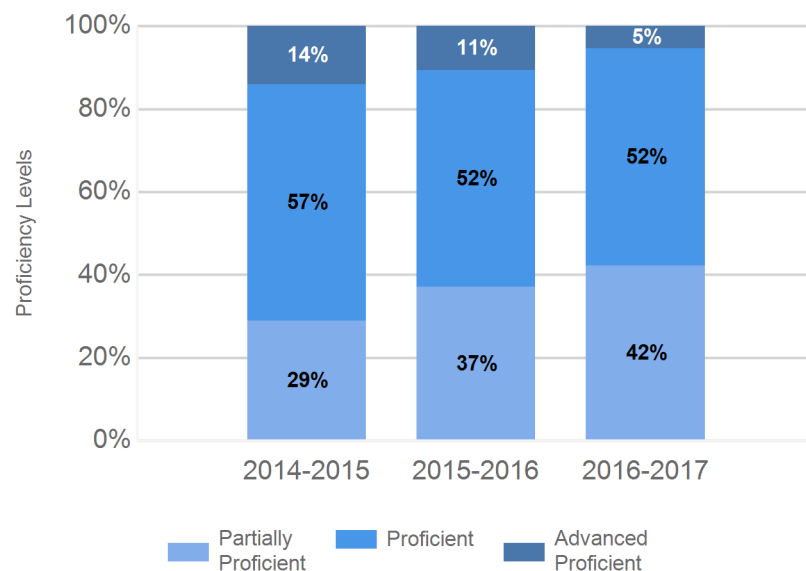
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	5%	52%	42%
White	N	N	N
Hispanic	6%	53%	42%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	5%	52%	42%
Students with Disabilities	4%	13%	83%
English Learners	N	34%	66%

NJASK Science Assessment Performance Trends: Grade 4

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





Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	39	52	50	Not Met	57	48	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	39	*	49	Not Met	57	*	47	Met Target
Black or African American	*	43	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	70	60	**	*	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	39	52	47	Not Met	57	48	46	Met Target
Students with Disabilities	40	38	41	Met Target	48	*	43	Met Target
English Learners	39.5	53	53	Not Met	54	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Etta Gero School # 9
2016-2017

Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

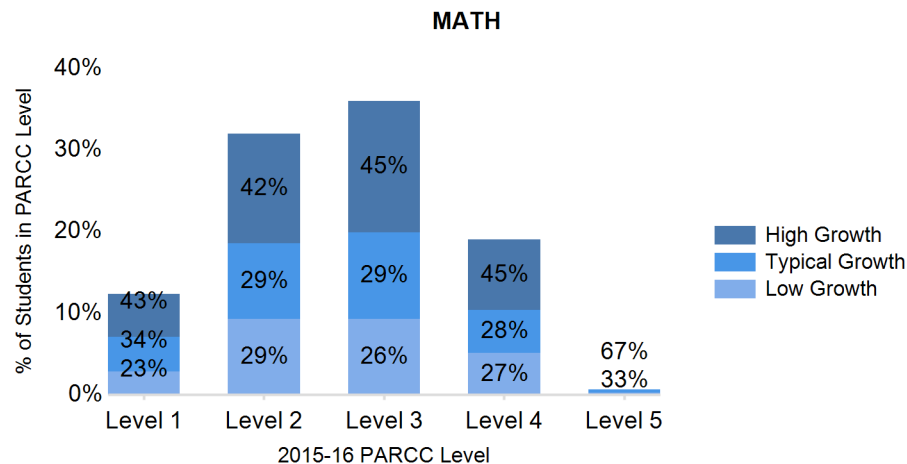
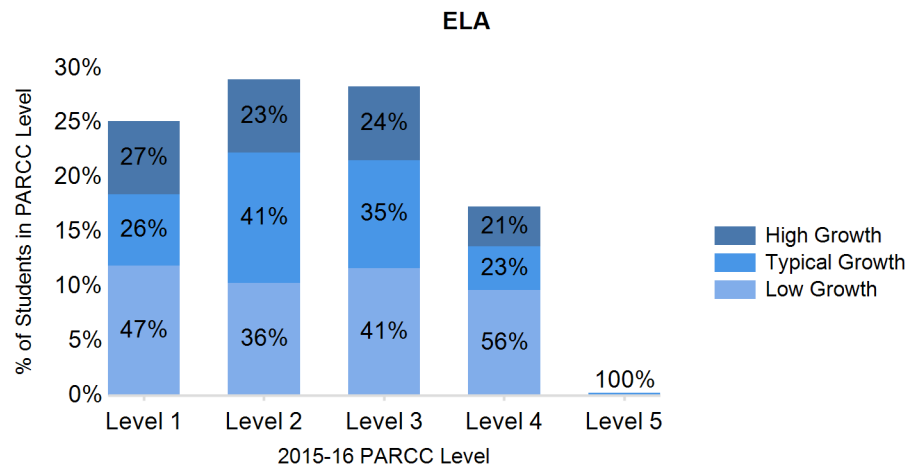
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

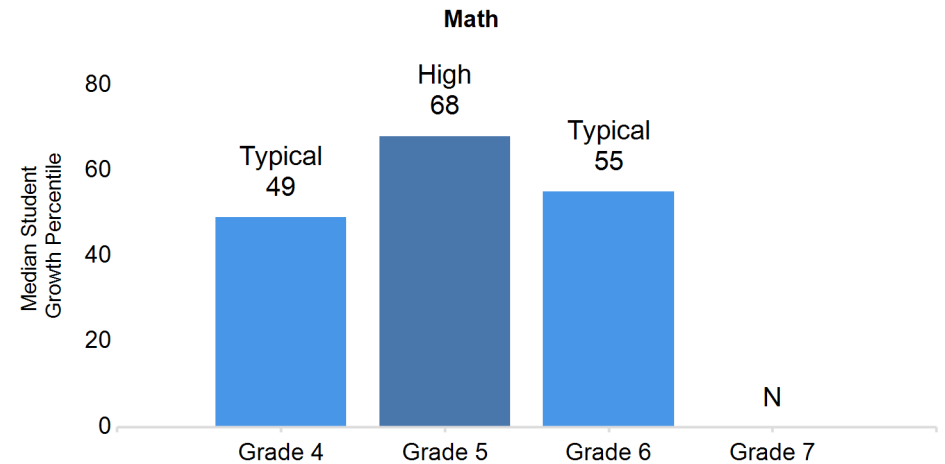
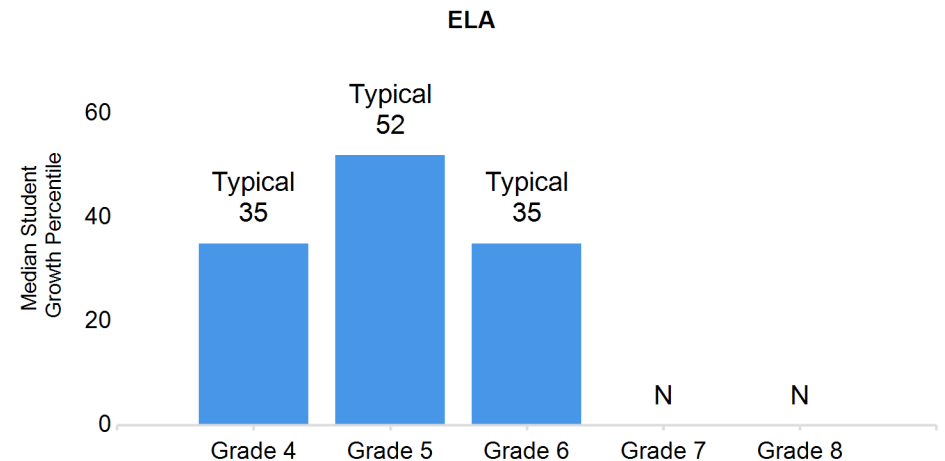
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

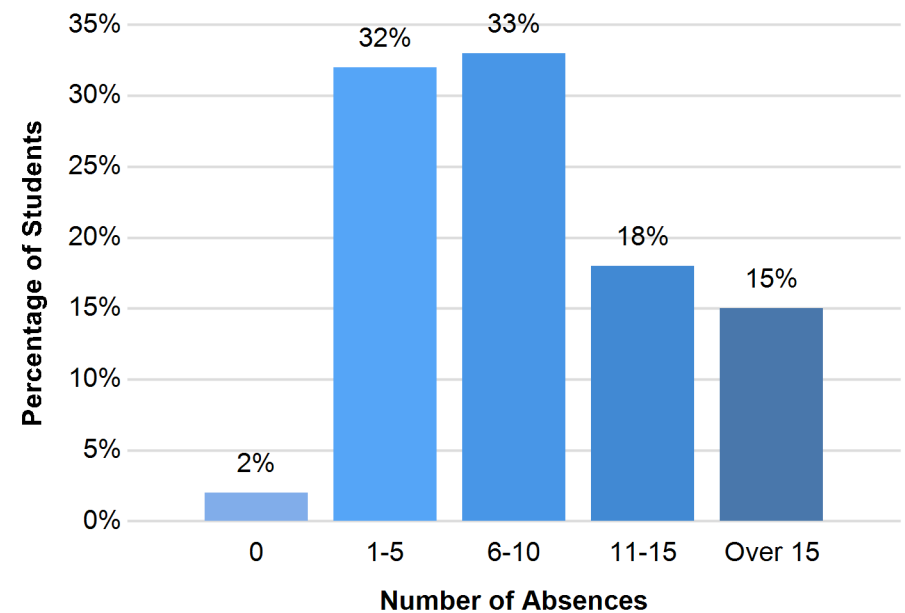
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.40	7.30	Not Met
White	N	**	**
Hispanic	8.10	7.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.40	7.30	Not Met
Students with Disabilities	12.70	7.30	Not Met
English Learners	6.80	7.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

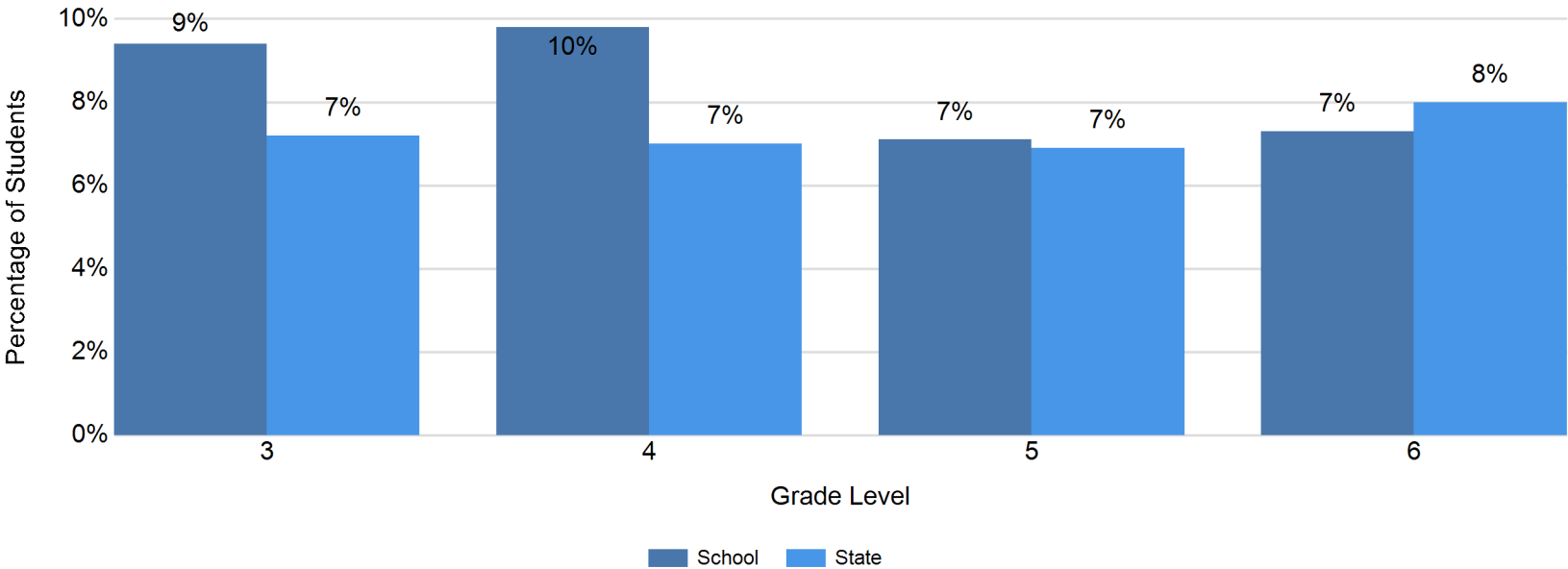
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
 PASSAIC
 PASSAIC CITY
 140 FIRST ST.
 PASSAIC, NJ 07055-6518

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.42

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	2.2%
Any Suspension	2.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
 PASSAIC
 PASSAIC CITY
 140 FIRST ST.
 PASSAIC, NJ 07055-6518

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	120,724
Average years experience in public schools	13.4	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	86%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	322:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
 PASSAIC
 PASSAIC CITY
 140 FIRST ST.
 PASSAIC, NJ 07055-6518

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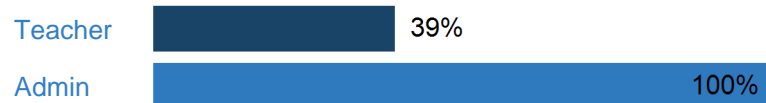
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	3.9	17.5%
Mathematics Proficiency	13.2	17.5%
English Language Arts Growth	14.7	25.0%
Mathematics Growth	72.1	25.0%
Chronic Absenteeism	42.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		31.1
Summative Rating: Percentile rank of Summative Score		20.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	31.1	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	37.2	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	42.4	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
Students with Disabilities	34.5	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
English Learners	40.2	11.9	No	Met Target†	Met Target†	Met Target	Not Met	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
 PASSAIC
 PASSAIC CITY
 140 FIRST ST.
 PASSAIC, NJ 07055-6518

School General Info

Principal:	Mr. Marx	Email Address:	jmarx@passaicschools.org
Address:	140 FIRST ST. PASSAIC, NJ 07055-6518	Website:	www.passaicschools.org
Phone:	(973)470-5509	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Students used workshop format to develop writing pieces that align to New Jersey Student Learning Standards. • Implemented revised mathematics curriculum using Understanding by Design framework to build pre algebra skills.
Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>





Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

School Narrative

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

 Courses, Curriculum, Instruction:	School No. 9 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.
 Before and After School Programs:	Students at School No. 9 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.






Etta Gero School # 9
2016-2017
Grade Span 03-06

31-3970-125
PASSAIC
PASSAIC CITY
140 FIRST ST.
PASSAIC, NJ 07055-6518

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 <div>Staff and Professional Learning:</div>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <div>Student Supports and Services:</div>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <div>Parent and Community Involvement:</div>	<p>At School No. 9 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>



George Washington School # 2
2016-2017


Grade Span KG-02

31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



George Washington School # 2
2016-2017

Grade Span KG-02

31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



**George Washington School # 2
2016-2017**

Grade Span KG-02

31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	50	67	50
1	64	71	59
2	86	68	57
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	1	3	0
Total	201	209	166

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	57	67	50

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	55%
Male	51%	51%	45%
Economically Disadvantaged Students	100%	96%	100%
Students with Disabilities	13%	9%	5%
English Learners	52%	61%	66%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	98.2%
Black or African American	1.8%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	91.6%
English	8.4%



George Washington School # 2
2016-2017

Grade Span KG-02

31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

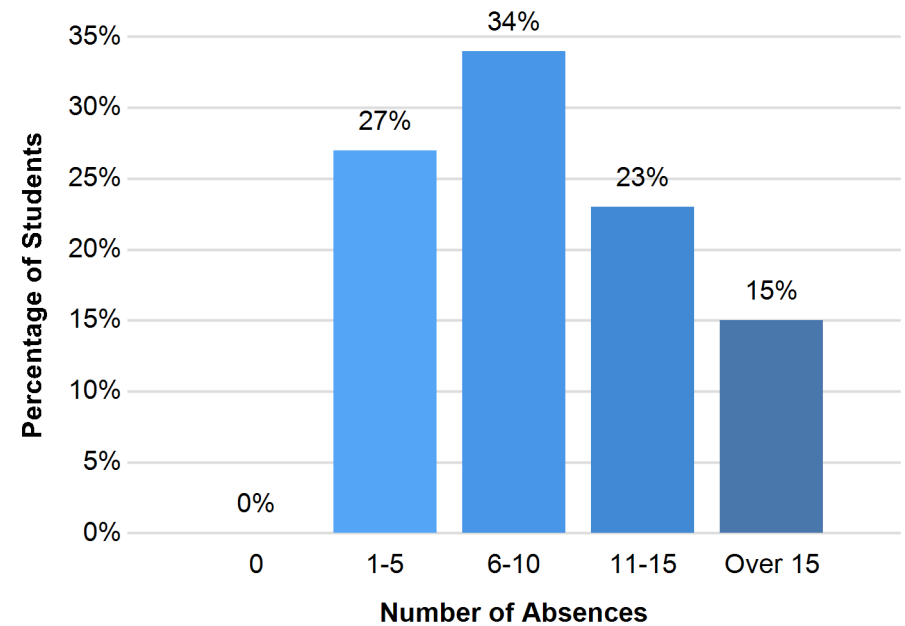
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.10	9.80	Met Target
White	N	**	**
Hispanic	9.30	9.80	Met Target
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.10	9.80	Met Target
Students with Disabilities	N	**	**
English Learners	6.40	9.80	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





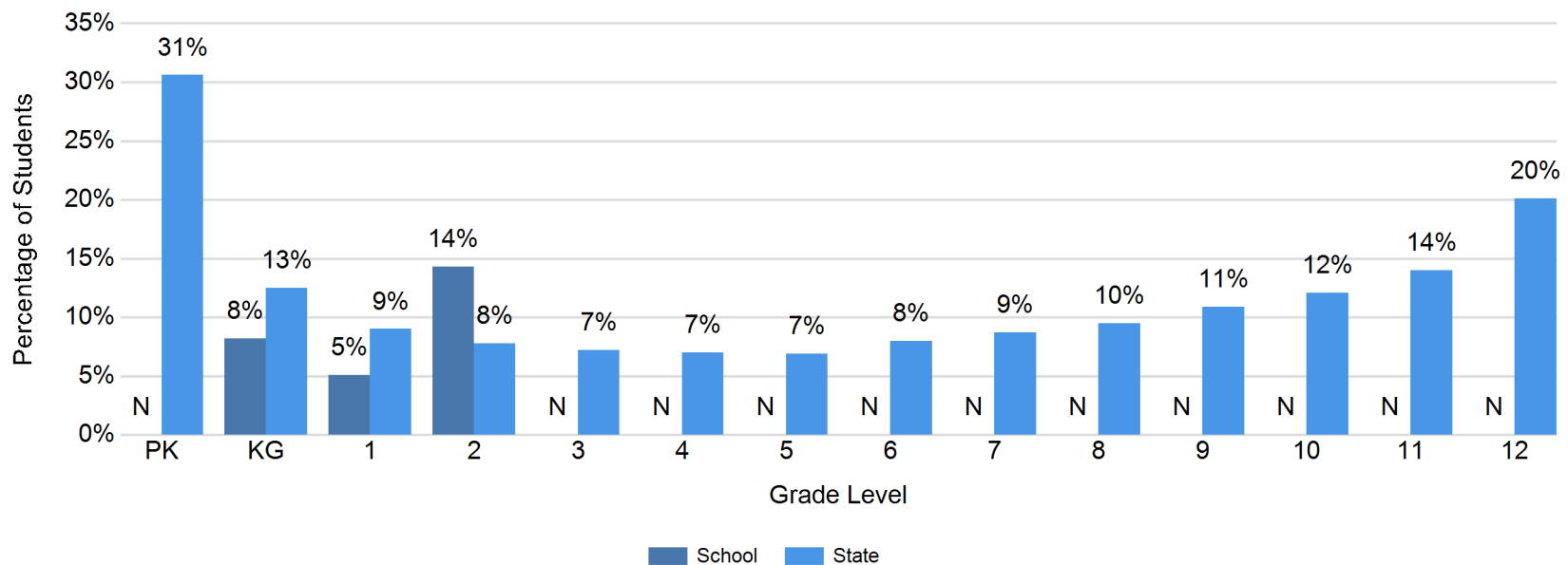
**George Washington School # 2
2016-2017**

Grade Span KG-02

31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





George Washington School # 2
2016-2017

Grade Span KG-02

31-3970-085
 PASSAIC
 PASSAIC CITY
 48 BERGEN ST.
 PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



George Washington School # 2
2016-2017

Grade Span KG-02

31-3970-085
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 PASSAIC CITY
 48 BERGEN ST.
 PASSAIC, NJ 07055

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



George Washington School # 2
2016-2017

Grade Span KG-02

31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	11	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	12.4	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	166:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1

George Washington School # 2

2016-2017

Grade Span KG-02

31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



George Washington School # 2
2016-2017

Grade Span KG-02



31-3970-085
 PASSAIC
 PASSAIC CITY
 48 BERGEN ST.
 PASSAIC, NJ 07055

School General Info

Principal:	Mr. Lobello	Email Address:	llobello@passaicschools.org
Address:	48 BERGEN ST. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5578	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Implementing Teacher Strategies Gold to better prepare kindergarten students for grade 1. • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



George Washington School # 2
2016-2017

Grade Span KG-02

31-3970-085
 PASSAIC
 PASSAIC CITY
 48 BERGEN ST.
 PASSAIC, NJ 07055

School Narrative

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



Courses, Curriculum, Instruction:

School No. 2 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



Before and After School Programs:

Passaic Public Schools students have opportunities to learn beyond the regular school day and year. Learning starts before the bell with Morning Study Hall and continues with After School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.






**George Washington School # 2
2016-2017**

Grade Span KG-02

**31-3970-085
PASSAIC
PASSAIC CITY
48 BERGEN ST.
PASSAIC, NJ 07055**

School Narrative

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

 <p>Staff and Professional Learning:</p>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <p>Student Supports and Services:</p>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <p>Parent and Community Involvement:</p>	<p>At School No. 2 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>




Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
7	930	786	899
8	918	811	764
Ungraded	93	75	72
Total	1941	1672	1735

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	47%
Male	52%	52%	53%
Economically Disadvantaged Students	100%	99%	100%
Students with Disabilities	19%	16%	16%
English Learners	15%	27%	13%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	92.8%
Black or African American	4.3%
Asian	1.7%
White	1.0%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.1%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	86.6%
English	11.2%
Gujarati	1.4%
Other	1.1%



Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

PASSAIC

PASSAIC CITY

291 LAFAYETTE AVE.

PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1602	98.4	31.50	28.80	54.90	31.5	28.9	Met Target
White	16	94.1	25.10	44.30	63.90	24.7	**	**
Hispanic	1483	98.3	31.40	28.20	39.80	31.4	28.5	Met Target
Black or African American	77	100.0	22.10	25.60	35.20	22.1	20.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	25	100.0	76.00	61.20	80.70	76	57	Met Target
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	757	98.7	37.40	34.40	62.20	37.4		
Male	845	98.1	26.40	23.50	48.10	26.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	28.9	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	291	95.8	*	*	20.50	*	12.3	Not Met
Students without Disabilities	1311	99.0	*	*	61.90	*		
English Learners	655	98.6	22.90	*	25.20	22.9	21.1	Met Target
Non-English Learners	947	98.2	37.60	*	57.40	37.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

PASSAIC

PASSAIC CITY

291 LAFAYETTE AVE.

PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	874	727	733	756	21%	24%	28%	22%	5%	27%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	819	727	732	742	22%	23%	28%	22%	5%	27%	44%
Black or African American	36	728	*	737	*	36%	33%	*	0%	22%	38%
Asian, Native Hawaiian, or Pacific Islander	10	745	*	784	*	*	*	*	*	40%	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	400	734	742	764	14%	22%	32%	27%	6%	33%	68%
Male	474	722	725	749	27%	26%	25%	18%	4%	22%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	70%
Students with Disabilities	150	698	*	719	*	*	*	*	*	*	19%
Students without Disabilities	724	733	*	763	*	*	*	*	*	*	67%
English Learners	73	694	*	701	*	*	*	*	*	*	*
Non-English Learners	801	730	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	766	733	739	757	22%	17%	27%	30%	5%	35%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	699	734	739	742	21%	18%	27%	30%	5%	35%	44%
Black or African American	40	719	*	738	35%	*	25%	*	*	23%	39%
Asian, Native Hawaiian, or Pacific Islander	19	769	*	786	0%	0%	*	58%	*	79%	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	378	740	746	766	16%	16%	27%	34%	7%	41%	68%
Male	388	727	731	749	27%	18%	26%	25%	4%	29%	50%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	125	696	*	718	*	*	*	*	*	*	18%
Students without Disabilities	641	741	*	764	*	*	*	*	*	*	67%
English Learners	73	707	707	701	*	*	*	*	*	*	*
Non-English Learners	693	736	742	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

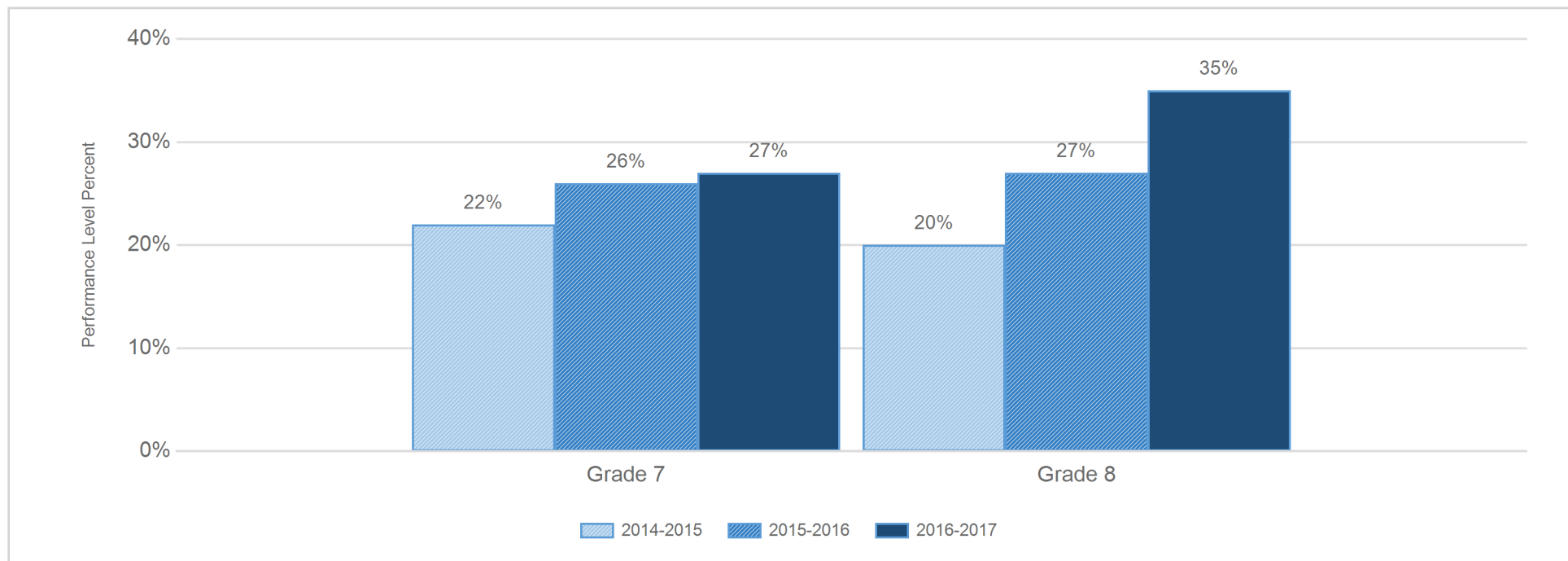


Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1659	98.1	19.90	22.10	43.50	19.9	20.1	Met Target†
White	18	95.0	11.10	27.00	52.40	11.1	N	N
Hispanic	1535	98.0	19.80	*	27.60	19.8	19.5	Met Target
Black or African American	76	98.7	*	13.10	21.70	*	13.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	27	100.0	59.30	56.80	75.60	59.3	50.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	788	98.6	19.60	*	44.10	19.6		
Male	871	97.6	20.20	*	42.90	20.2		
Economically Disadvantaged Students	*	*	*	*	25.10	*	20	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	291	96.4	*	*	16.50	*	10.8	Not Met
Students without Disabilities	1368	98.4	*	*	48.80	*		
English Learners	718	98.6	13.70	*	23.30	13.7	16.9	Not Met
Non-English Learners	941	97.6	24.50	*	45.20	24.5		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
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291 LAFAYETTE AVE.
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Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	844	721	723	741	18%	35%	35%	11%	0%	11%	40%
White	11	724	*	748	*	*	*	*	*	*	49%
Hispanic	*	*	*	730	*	*	*	*	*	*	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	*	*	*	741	*	*	*	*	*	*	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	381	723	725	743	16%	34%	39%	11%	0%	11%	41%
Male	463	720	721	740	20%	36%	33%	11%	0%	11%	38%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	*	*	749	*	*	*	*	*	*	50%
Students with Disabilities	152	707	707	716	*	*	*	*	*	*	11%
Students without Disabilities	692	724	726	746	*	*	*	*	*	*	45%
English Learners	115	708	*	712	*	*	*	*	*	*	*
Non-English Learners	729	723	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	676	676	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	*	*	*	730	*	*	*	*	*	*	30%
Male	*	*	*	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	11	676	676	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

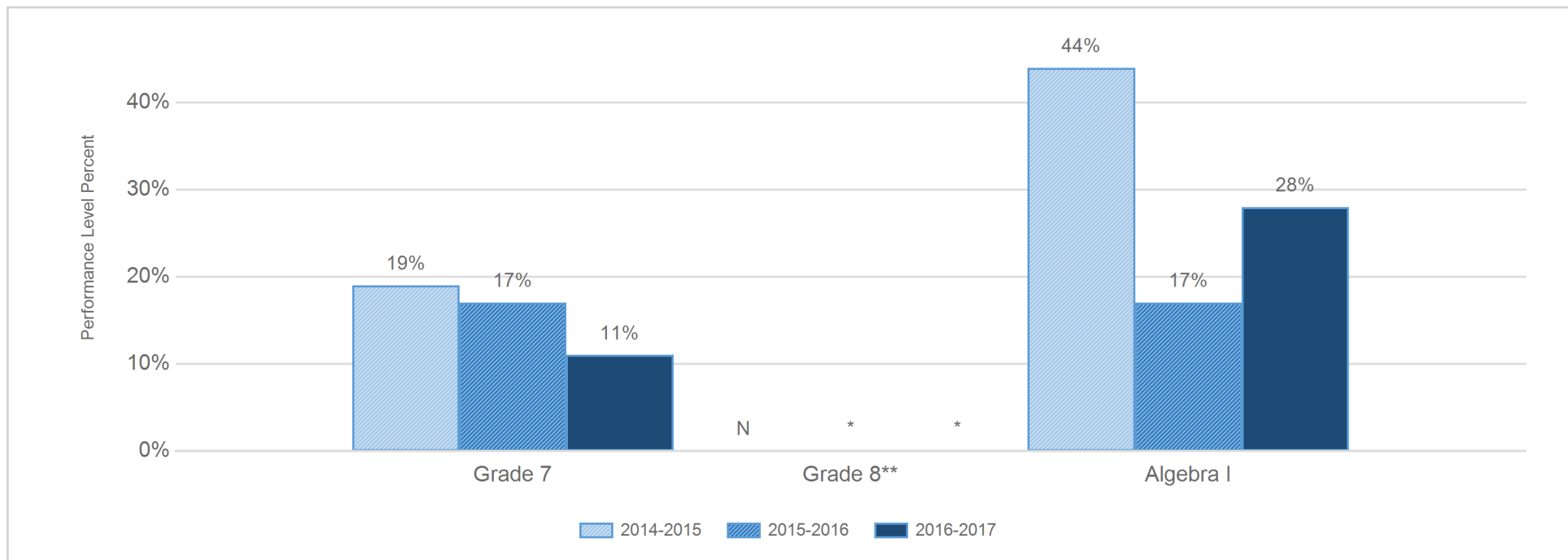
Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	853	731	726	743	*	31%	26%	28%	*	28%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	789	731	726	728	*	32%	26%	27%	*	28%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	431	730	730	744	*	33%	27%	27%	*	27%	43%
Male	422	731	723	741	*	30%	25%	29%	*	30%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	114	709	*	714	*	*	*	*	*	*	10%
Students without Disabilities	739	734	*	747	*	*	*	*	*	*	47%
English Learners	106	711	704	708	*	*	*	*	*	*	*
Non-English Learners	747	734	731	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
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291 LAFAYETTE AVE.
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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	12	12

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	72	*	*
2	42	*	*
3	34	*	*
4	34	88.2%	11.8%
5+	32	*	*



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

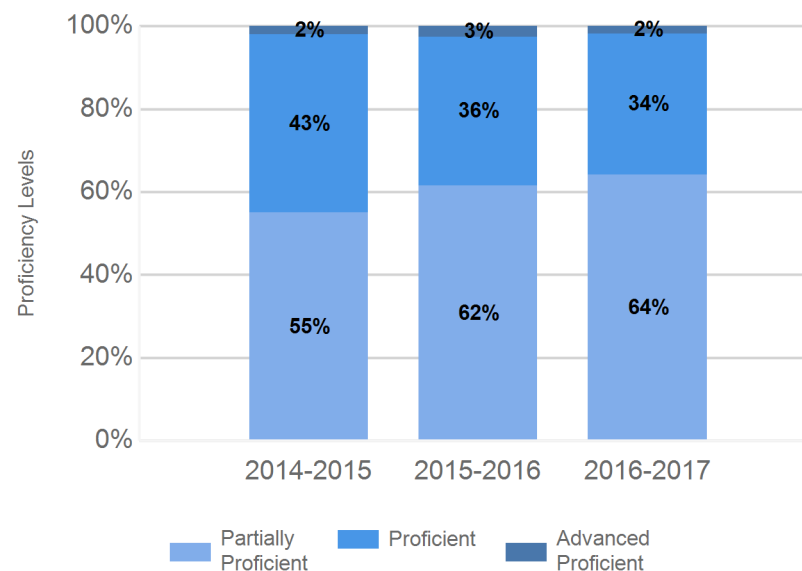
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	2%	34%	64%
White	N	*	*
Hispanic	2%	35%	64%
Black or African American	N	24%	76%
Asian, Native Hawaiian, or Pacific Islander	11%	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	2%	34%	64%
Students with Disabilities	2%	13%	86%
English Learners	1%	20%	79%

NJASK Science Assessment Performance Trends: Grade 8

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





Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

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291 LAFAYETTE AVE.

PASSAIC, NJ 07055

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	52	50	Met Target	40	48	50	Met Target
White	*	*	50	**	*	41.5	52	**
Hispanic	53.5	*	49	Met Target	40	*	47	Met Target
Black or African American	43	43	45	Met Target	41	41	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	77	70	60	Exceeds Target	*	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	N	N	N	N
Economically Disadvantaged	54	52	47	Met Target	40	48	46	Met Target
Students with Disabilities	36	38	41	Not Met	40.5	*	43	Met Target
English Learners	55	53	53	Met Target	41	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

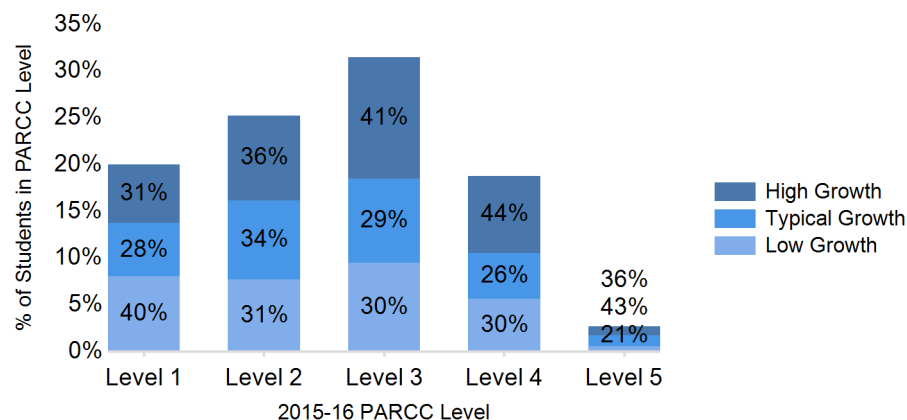
Typical Growth: Between 35 and 65

High Growth: Greater than 65

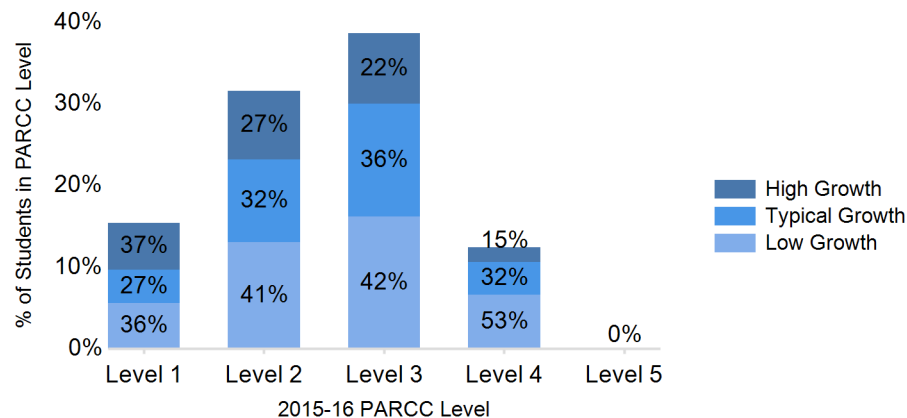
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



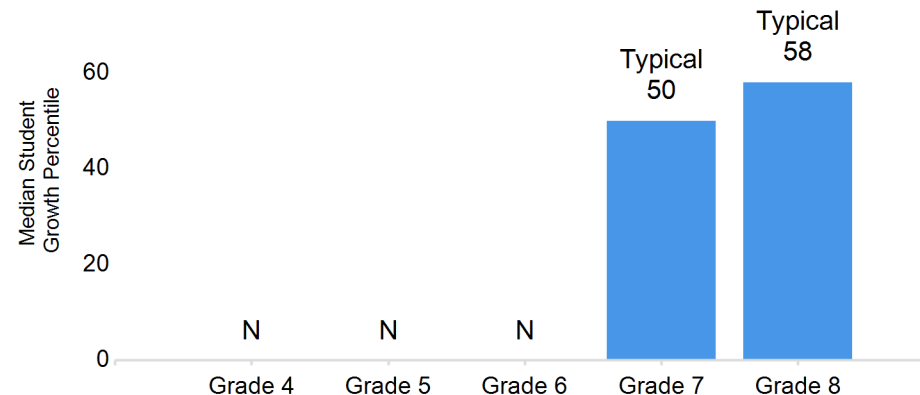
MATH



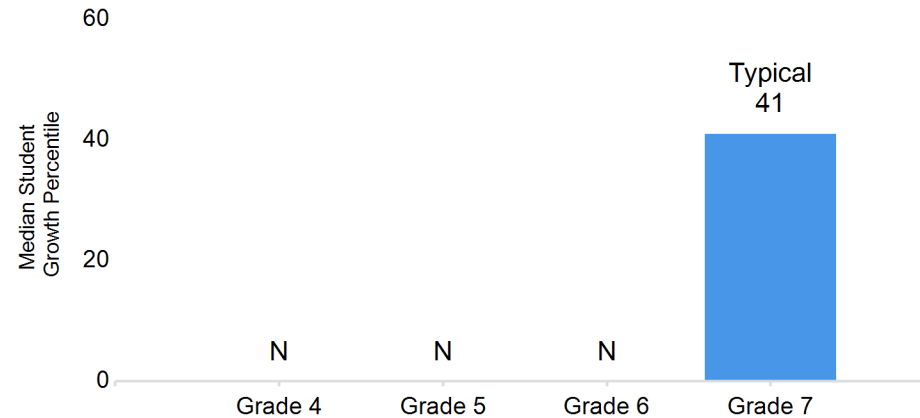
Student Growth by Grade

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

ELA



Math





Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
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PASSAIC CITY
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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
7	75	0	887
8	811	0	11
Schoolwide	886	0	898

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	805	0	0	0	0	0	0
8	658	0	0	0	0	0	0
Schoolwide	1463	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

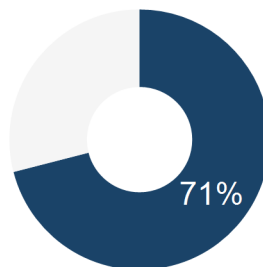
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Visual and Performing Arts – Course Participation

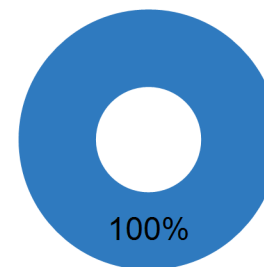
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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

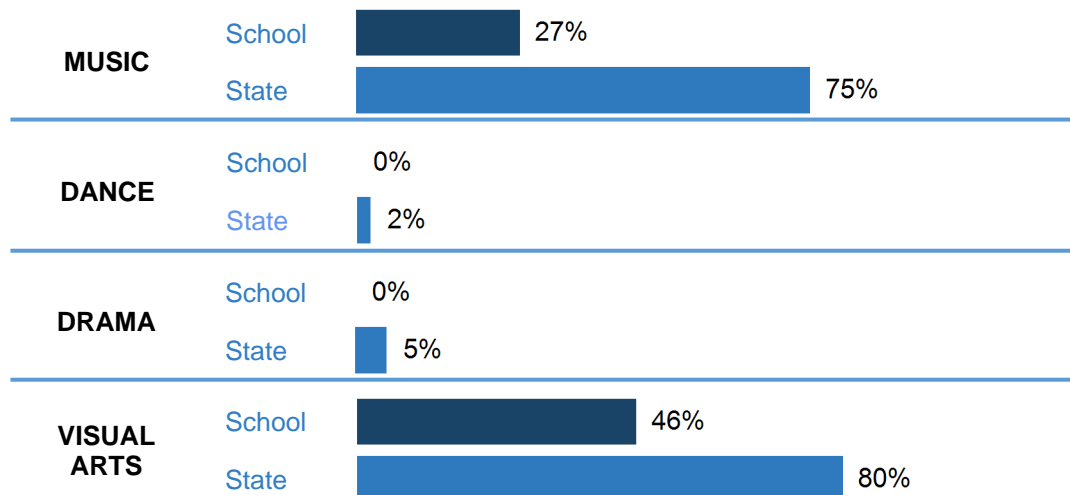


School



State

Students enrolled in one or more classes by discipline:





Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

PASSAIC

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291 LAFAYETTE AVE.

PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

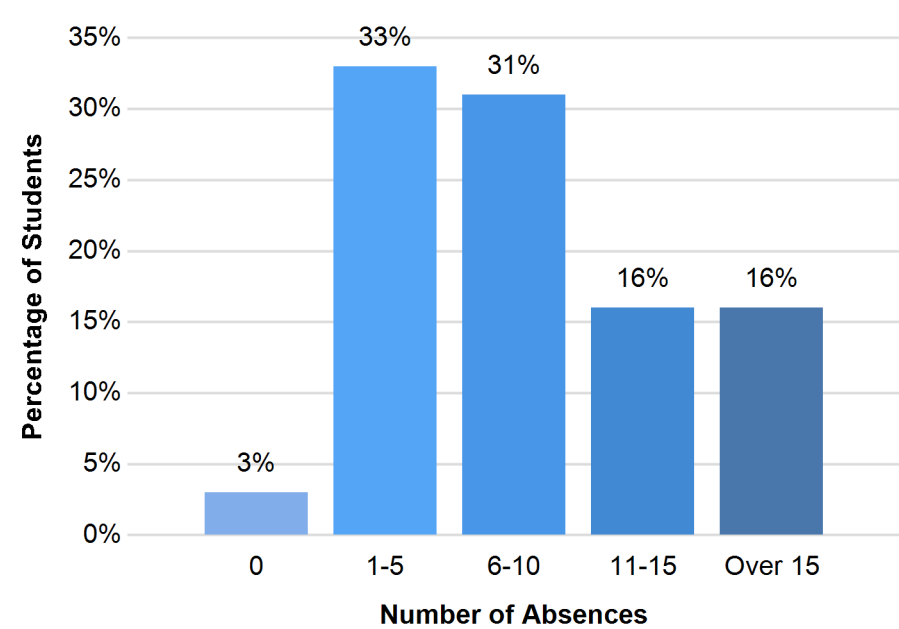
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.90	9.10	Not Met
White	22.70	9.10	Not Met
Hispanic	11.60	9.10	Not Met
Black or African American	20.30	9.10	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	9.10	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.90	9.10	Not Met
Students with Disabilities	16.10	9.10	Not Met
English Learners	12.30	9.10	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



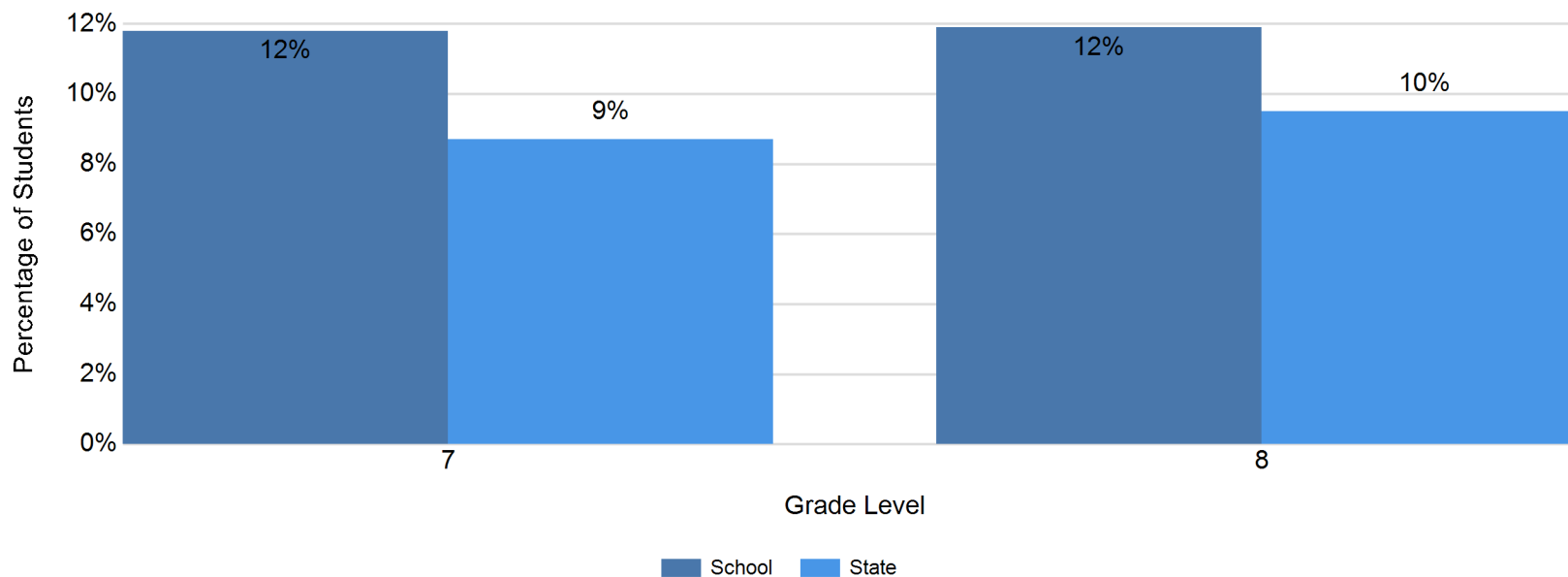


Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
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PASSAIC CITY
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PASSAIC, NJ 07055

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:45AM
Typical End Time	3:25PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs. 7 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	22.1%
Out-of-School Suspensions	12.2%
Any Suspension	24.7%

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	4
Vandalism	1
Weapons	0
Substances	18
Harassment, Intimidation, Bullying (HIB)	19
Total Unique Incidents	42
Incidents Per 100 Students Enrolled	2.42

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

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291 LAFAYETTE AVE.

PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
 PASSAIC
 PASSAIC CITY
 291 LAFAYETTE AVE.
 PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	130	120,724
Average years experience in public schools	9.7	11.8
Average years experience in district	9.0	10.5
Teachers in district for 4 or more years	72%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	289:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

PASSAIC

PASSAIC CITY

291 LAFAYETTE AVE.

PASSAIC, NJ 07055

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

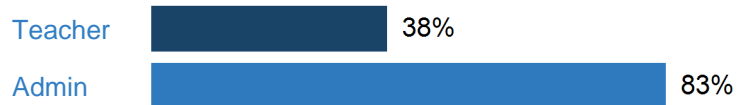
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

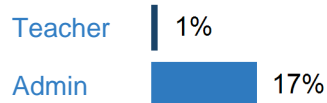
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

PASSAIC

PASSAIC CITY

291 LAFAYETTE AVE.

PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	13.9	17.5%
Mathematics Proficiency	6.8	17.5%
English Language Arts Growth	61.7	25.0%
Mathematics Growth	21.5	25.0%
Chronic Absenteeism	17.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		27.0
Summative Rating: Percentile rank of Summative Score		16.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

PASSAIC

PASSAIC CITY

291 LAFAYETTE AVE.

PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	27.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
White	**	**	No	**	N	Not Met	**	**	No
Hispanic	35.3	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	29.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	56.4	11.9	No	Met Target	Met Target	Met Target	Exceeds Target	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	41.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	24.5	11.9	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
English Learners	36.2	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No

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† Target was met within a confidence interval.



Lincoln Middle School # 4
2016-2017
Grade Span 07-08



31-3970-095
 PASSAIC
 PASSAIC CITY
 291 LAFAYETTE AVE.
 PASSAIC, NJ 07055

School General Info

Principal:	Mr. Naji	Email Address:	fnaji@passaicschools.org
Address:	291 LAFAYETTE AVE. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5504	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Lincoln Middle School has developed new computer science and engineering courses. • Lincoln Middle School provides an opportunity for students to take 9th grade English Honors during their 8th grade year. • In addition to after school academic support programs, Lincoln Middle School offered Algebra I support on Saturdays.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



Lincoln Middle School # 4

2016-2017

Grade Span 07-08

31-3970-095

PASSAIC



PASSAIC CITY

291 LAFAYETTE AVE.

PASSAIC, NJ 07055

School Narrative

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

<div>  <div> <div>Courses, Curriculum, Instruction:</div> </div> </div>	<div>Lincoln Middle School provides each of our students with an academically rigorous and supportive learning environment. Students develop writing pieces and analyze both classic and modern literature. Mathematics has been restructured to assist students with success in 8th grade Algebra I. Students learn science through laboratory activities aligned to the Next Generation Science Standards.</div>
<div>  <div> <div>Before and After School Programs:</div> </div> </div>	<div>Lincoln Middle School offers academic support after school and on Saturdays. Programs are developed based on assessment data, and regularly reviewed for enhancement.</div>






Lincoln Middle School # 4
2016-2017
Grade Span 07-08

31-3970-095
PASSAIC
PASSAIC CITY
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

School Narrative

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

 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.
 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At Lincoln Middle School we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.




Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	76	227	194
KG	71	102	94
1	97	84	107
2	106	90	69
3	93	90	84
4	84	69	96
5	104	77	62
6	103	90	78
Ungraded	4	33	39
Total	738	862	823

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	48%	47%
Male	49%	52%	53%
Economically Disadvantaged Students	100%	97%	100%
Students with Disabilities	10%	16%	14%
English Learners	27%	21%	16%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	84.6%
Asian	6.3%
Black or African American	5.1%
White	2.7%
Native Hawaiian or Pacific Islander	1.0%
American Indian or Alaska Native	0.4%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	228	227	194
KG - Half Day	0	0	0
KG - Full Day	89	102	94

Enrollment by Home Language

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

Home Language	% of Students
Spanish	61.8%
English	32.9%
Gujarati	3.4%
Other	1.7%



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	304	98.1	37.80	28.80	54.90	37.8	31.3	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	269	98.9	34.90	28.20	39.80	34.9	31	Met Target
Black or African American	11	100.0	27.30	25.60	35.20	27.3	**	**
Asian, Native Hawaiian, or Pacific Islander	19	100.0	84.20	61.20	80.70	84.2	N	N
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	137	96.0	42.30	34.40	62.20	42.3		
Male	167	100.0	34.10	23.50	48.10	34.1		
Economically Disadvantaged Students	*	*	*	*	36.20	*	31.3	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	49	96.1	26.50	*	20.50	26.5	14.7	Met Target
Students without Disabilities	255	98.5	40.00	*	61.90	40		
English Learners	142	99.4	29.60	*	25.20	29.6	26.4	Met Target
Non-English Learners	162	97.0	45.10	*	57.40	45.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	737	721	749	19%	*	32%	35%	*	38%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	74	736	721	734	20%	*	34%	35%	*	37%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	37	746	726	754	*	*	30%	43%	*	49%	55%
Male	47	730	717	745	*	*	34%	28%	*	30%	46%
Economically Disadvantaged Students	84	737	721	731	19%	*	32%	35%	*	38%	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	22	708	698	709	*	*	*	*	*	*	11%
Non-English Learners	62	748	737	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Mario Drago School # 3
2016-2017

Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	729	731	753	29%	*	25%	28%	*	31%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	82	726	730	740	29%	*	26%	27%	*	28%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	44	731	734	758	27%	*	27%	27%	*	32%	61%
Male	47	726	728	749	30%	*	23%	28%	*	30%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	11	714	*	725	*	*	*	*	*	18%	25%
Students without Disabilities	80	731	*	759	*	*	*	*	*	33%	62%
English Learners	18	687	*	711	*	*	*	*	*	*	10%
Non-English Learners	73	739	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	734	731	756	20%	15%	28%	37%	0%	37%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	54	732	731	743	20%	*	32%	32%	*	32%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	27	736	738	761	*	*	*	37%	0%	37%	66%
Male	38	733	725	750	*	*	*	37%	0%	37%	53%
Economically Disadvantaged Students	65	734	731	740	20%	15%	28%	37%	0%	37%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	14	721	701	725	*	*	*	*	0%	29%	22%
Students without Disabilities	51	738	736	762	*	*	*	*	0%	39%	66%
English Learners	10	711	700	710	*	*	0%	*	0%	30%	12%
Non-English Learners	55	739	737	757	*	*	33%	*	0%	38%	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Mario Drago School # 3
2016-2017
Grade Span PK-06

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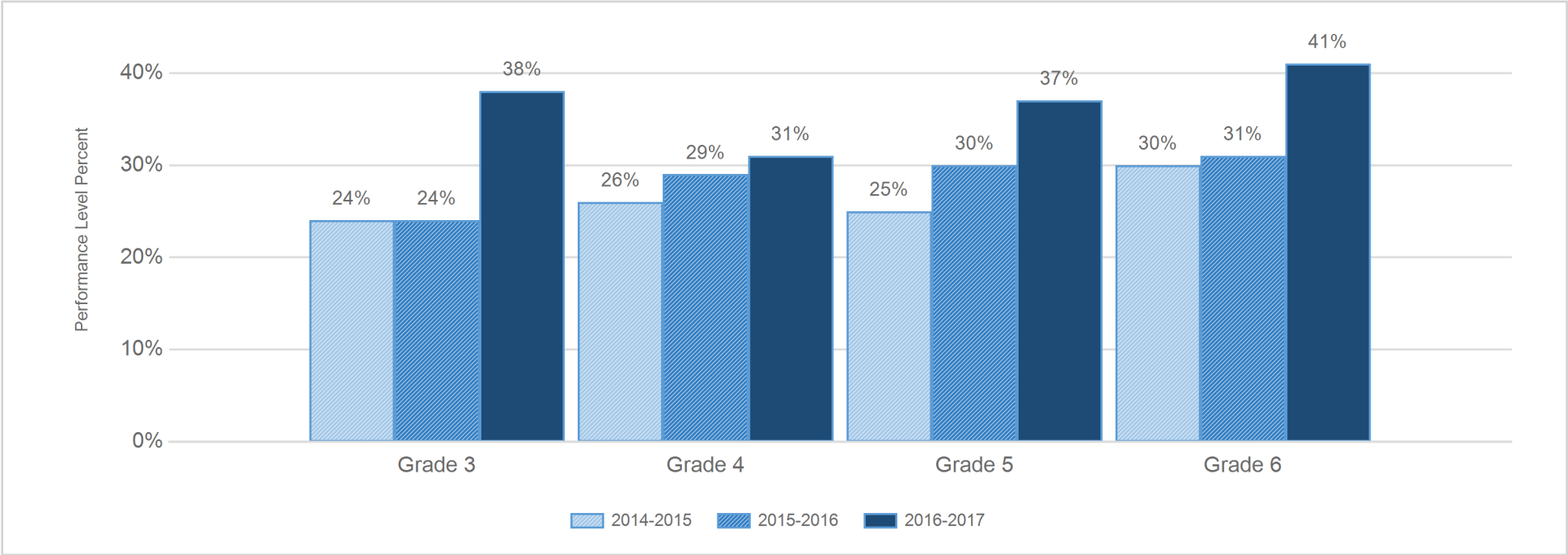
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	742	733	752	*	15%	36%	40%	*	41%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	68	741	733	740	*	15%	38%	38%	*	40%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	36	749	738	758	*	*	44%	42%	*	44%	61%
Male	39	736	728	746	*	*	28%	39%	*	39%	46%
Economically Disadvantaged Students	75	742	*	737	*	15%	36%	40%	*	41%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	16	733	711	722	*	*	*	*	*	38%	17%
Students without Disabilities	59	744	737	758	*	*	*	*	*	42%	61%
English Learners	10	726	708	710	*	*	*	*	*	20%	*
Non-English Learners	65	744	736	753	*	*	*	*	*	45%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	315	98.2	30.20	22.10	43.50	30.2	29.3	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	276	99.0	27.50	*	27.60	27.5	27.3	Met Target
Black or African American	11	100.0	18.20	13.10	21.70	18.2	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	65.20	56.80	75.60	65.2	55.5	Met Target
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	143	96.2	28.00	*	44.10	28		
Male	172	100.0	31.90	*	42.90	31.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	29.3	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	49	96.1	14.20	*	16.50	14.2	14.7	Met Target†
Students without Disabilities	266	98.6	33.10	*	48.80	33.1		
English Learners	153	99.4	26.80	*	23.30	26.8	29.9	Met Target†
Non-English Learners	162	97.0	33.40	*	45.20	33.4		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Mario Drago School # 3
2016-2017

Grade Span PK-06

31-3970-090
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	739	730	751	*	15%	36%	36%	*	38%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	76	738	730	738	*	17%	36%	34%	*	37%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	38	742	732	751	*	*	42%	34%	*	37%	52%
Male	48	737	728	751	*	*	31%	38%	*	40%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	24	722	717	724	*	*	*	*	*	*	21%
Non-English Learners	62	746	739	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	731	730	747	*	24%	37%	24%	*	25%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	85	729	730	734	*	25%	38%	21%	*	22%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	47	732	730	747	*	23%	40%	23%	*	23%	47%
Male	49	730	730	747	*	25%	33%	25%	*	27%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	11	724	*	724	*	*	*	*	*	*	22%
Students without Disabilities	85	732	*	751	*	*	*	*	*	*	52%
English Learners	23	710	*	716	*	48%	*	*	*	13%	12%
Non-English Learners	73	737	*	749	*	16%	*	*	*	29%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Mario Drago School # 3
2016-2017

Grade Span PK-06

31-3970-090
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PASSAIC, NJ 07055-4502

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	732	730	747	15%	26%	30%	29%	0%	29%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	55	728	730	735	18%	26%	35%	22%	0%	22%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	27	730	732	747	*	*	*	*	0%	22%	47%
Male	39	733	728	746	*	*	*	*	0%	33%	46%
Economically Disadvantaged Students	66	732	730	732	15%	26%	30%	29%	0%	29%	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	14	723	715	725	*	*	*	*	*	14%	19%
Students without Disabilities	52	734	732	751	*	*	*	*	*	33%	52%
English Learners	11	706	709	717	*	*	*	*	*	*	12%
Non-English Learners	55	737	734	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Mario Drago School # 3
2016-2017

Grade Span PK-06

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Mathematics Assessment - Performance by Grade: Grade 6**

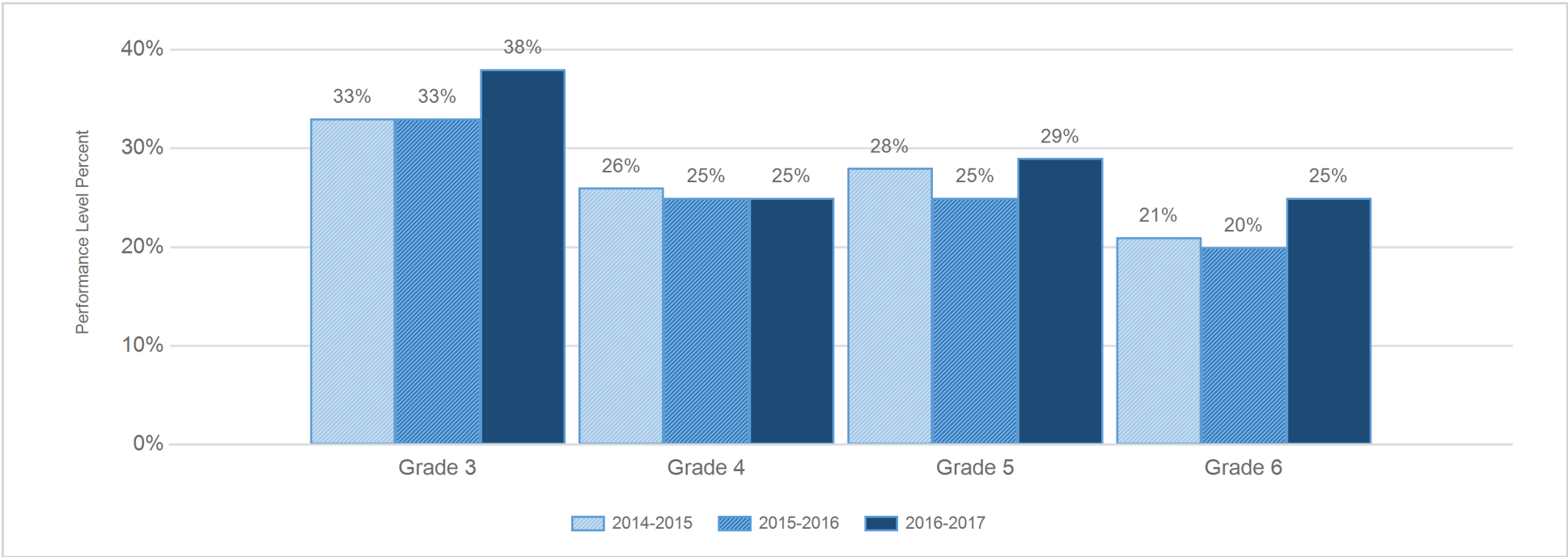
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	737	731	743	*	27%	44%	23%	*	25%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	70	737	731	731	*	27%	46%	21%	*	24%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	39	740	732	745	*	*	54%	*	*	26%	45%
Male	40	735	730	742	*	*	35%	*	*	25%	43%
Economically Disadvantaged Students	79	737	731	728	*	27%	44%	23%	*	25%	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	16	731	712	717	*	*	*	*	*	19%	13%
Students without Disabilities	63	739	734	748	*	*	*	*	*	27%	50%
English Learners	14	723	715	710	*	*	*	*	*	*	*
Non-English Learners	65	740	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
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PASSAIC, NJ 07055-4502

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	23	*	*
2	20	*	*
3	18	88.9%	11.1%
4	54	*	*
5+	13	*	*



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
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 155 VAN HOUTEN AVE.
 PASSAIC, NJ 07055-4502

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

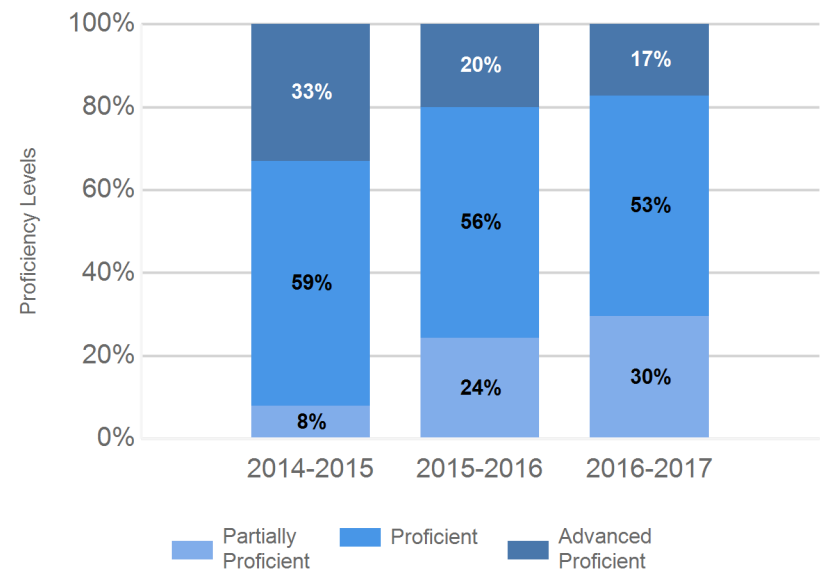
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	17%	53%	30%
White	*	N	*
Hispanic	18%	55%	27%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	*
Two or More Races	N	*	*
Economically Disadvantaged Students	18%	53%	29%
Students with Disabilities	8%	54%	39%
English Learners	N	32%	68%

NJASK Science Assessment Performance Trends: Grade 4

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





Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
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PASSAIC CITY
155 VAN HOUTEN AVE.
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	52	50	Met Target	53.5	48	50	Met Target
White	*	*	50	**	*	41.5	52	**
Hispanic	55	*	49	Met Target	52.5	*	47	Met Target
Black or African American	*	43	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	90	70	60	**	76	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	55	52	47	Met Target	53	48	46	Met Target
Students with Disabilities	51	38	41	Met Target	58	*	43	Met Target
English Learners	61	53	53	Exceeds Target	56	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Mario Drago School # 3
2016-2017

Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

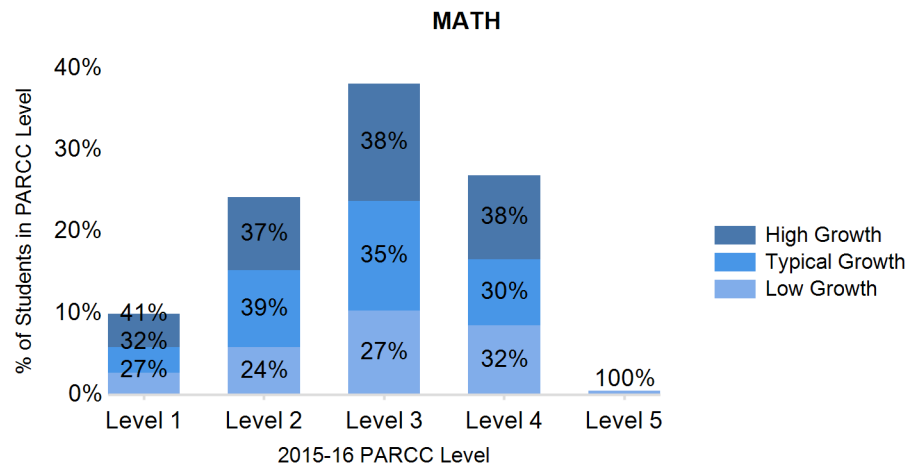
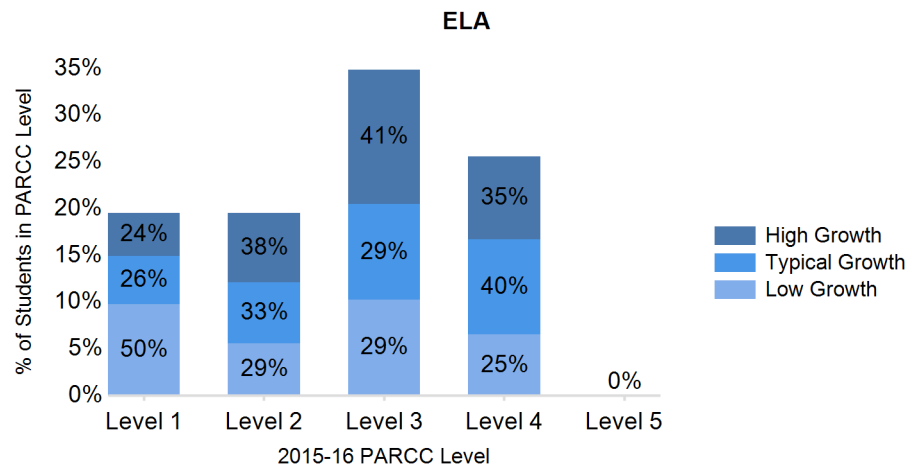
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

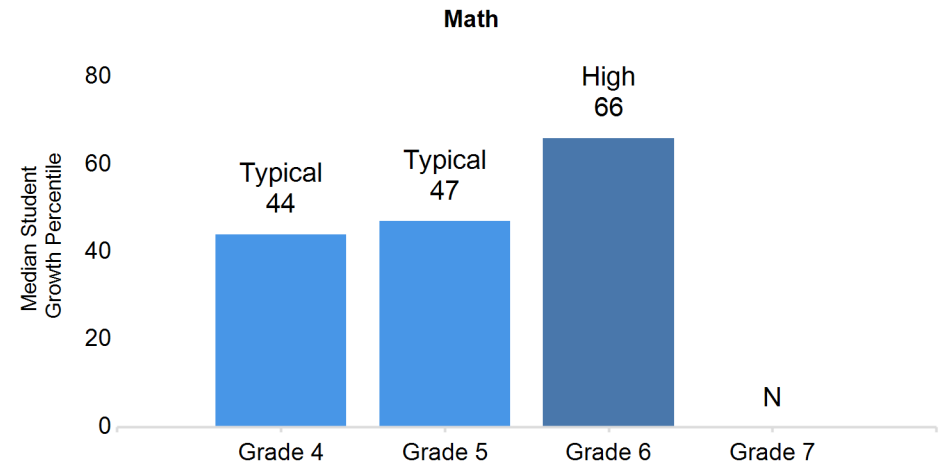
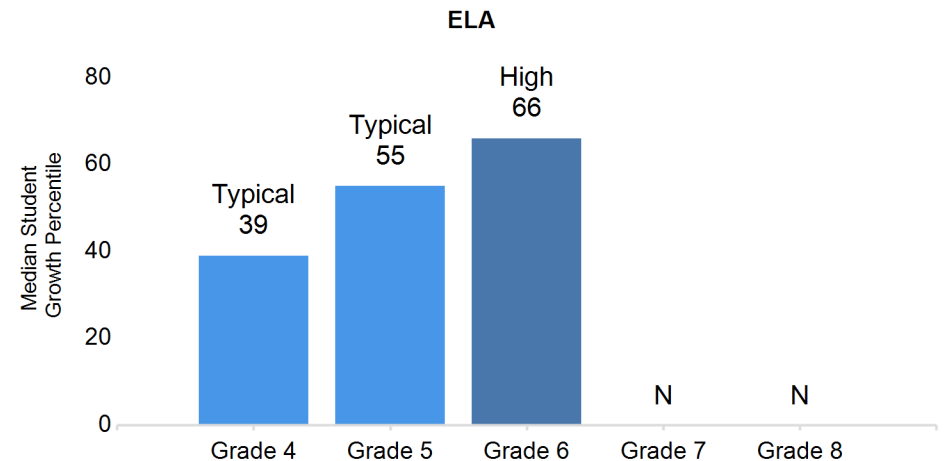
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
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 PASSAIC, NJ 07055-4502

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

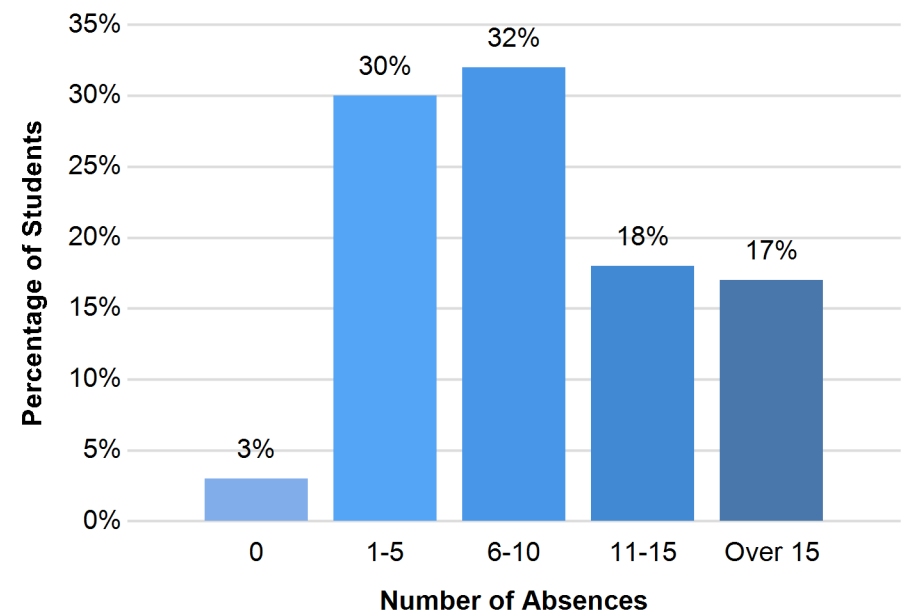
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.80	8.30	Not Met
White	4.30	8.30	Met Target
Hispanic	10.20	8.30	Not Met
Black or African American	16.10	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.70	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.80	8.30	Not Met
Students with Disabilities	13.00	8.30	Not Met
English Learners	6.90	8.30	Met Target

** *ESSA* accountability targets are only included if data is available for at least 20 students.

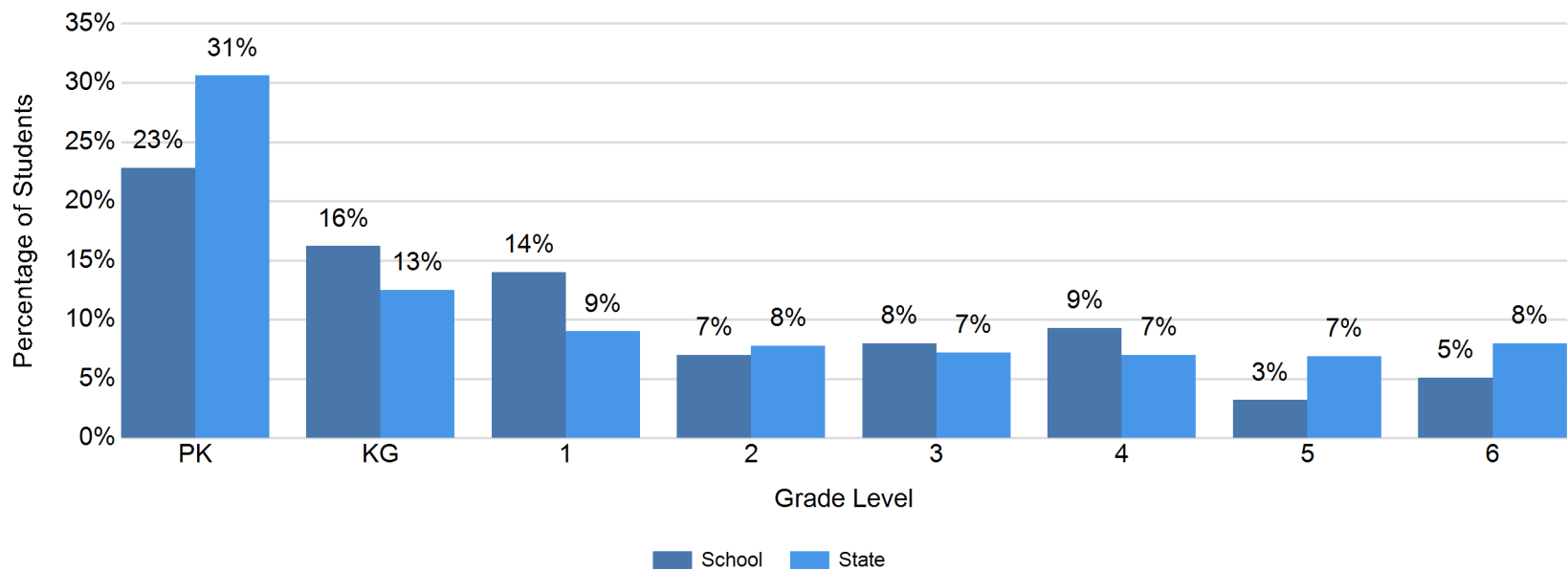
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
 PASSAIC
 PASSAIC CITY
 155 VAN HOUTEN AVE.
 PASSAIC, NJ 07055-4502

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.61

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
 PASSAIC
 PASSAIC CITY
 155 VAN HOUTEN AVE.
 PASSAIC, NJ 07055-4502

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.5:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	66	120,724
Average years experience in public schools	12.4	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	88%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	274:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	27.7	17.5%
Mathematics Proficiency	25.4	17.5%
English Language Arts Growth	72.4	25.0%
Mathematics Growth	68.0	25.0%
Chronic Absenteeism	33.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		49.5
Summative Rating: Percentile rank of Summative Score		49.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	49.5	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	Met Target	**	**	No
Hispanic	52.4	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	Met Target	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	64.7	11.9	No	Met Target	Met Target	Not Met	Met Target	Met Target	No
Students with Disabilities	67.1	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No
English Learners	64.7	11.9	No	Met Target	Met Target†	Met Target	Exceeds Target	Met Target	No

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† Target was met within a confidence interval.



Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
 PASSAIC
 PASSAIC CITY
 155 VAN HOUTEN AVE.
 PASSAIC, NJ 07055-4502

School General Info

Principal:	Mrs. Kattak	Email Address:	dkattak@passaicschools.org
Address:	155 VAN HOUTEN AVE. PASSAIC, NJ 07055-4502	Website:	www.passaicschools.org
Phone:	(973)470-5503	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics.
Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>





Mario Drago School # 3
2016-2017
Grade Span PK-06

31-3970-090
PASSAIC
PASSAIC CITY
155 VAN HOUTEN AVE.
PASSAIC, NJ 07055-4502




School Narrative

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

 Courses, Curriculum, Instruction:	School No. 3 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.
 Before and After School Programs:	Passaic Public Schools students have opportunities to learn beyond the regular school day and year. Learning starts before the bell with Morning Study Hall and continues with After School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.

School Narrative

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

 <div>Staff and Professional Learning:</div>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <div>Student Supports and Services:</div>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <div>Parent and Community Involvement:</div>	<p>At School No. 3 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>




Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

Footnotes

- 1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
- 2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
 PASSAIC
 PASSAIC CITY
 85 HAMILTON AVE.
 PASSAIC, NJ 07055-5215

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	83	175	180
KG	136	114	122
1	148	143	124
2	146	132	130
3	143	129	124
4	134	137	130
5	127	118	138
6	115	104	117
Ungraded	11	52	56
Total	1043	1104	1121

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	48%	48%
Male	52%	52%	52%
Economically Disadvantaged Students	100%	99%	100%
Students with Disabilities	15%	17%	17%
English Learners	37%	37%	30%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	93.4%
Black or African American	6.2%
White	0.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
Asian	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	171	175	180
KG - Half Day	0	0	0
KG - Full Day	153	114	122

Enrollment by Home Language

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

Home Language	% of Students
Spanish	82.8%
English	17.2%



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
 PASSAIC
 PASSAIC CITY
 85 HAMILTON AVE.
 PASSAIC, NJ 07055-5215

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	520	98.5	21.00	28.80	54.90	21	21.3	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	481	99.0	21.80	28.20	39.80	21.8	22	Met Target†
Black or African American	35	92.3	11.50	25.60	35.20	11.1	12.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	247	98.8	25.90	34.40	62.20	25.9		
Male	273	98.2	16.50	23.50	48.10	16.5		
Economically Disadvantaged Students	*	*	*	*	36.20	*	21.3	Met Target†
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	126	99.2	*	*	20.50	*	8.4	Not Met
Students without Disabilities	394	98.3	*	*	61.90	*		
English Learners	346	98.9	17.60	*	25.20	17.6	17.6	Met Target
Non-English Learners	174	97.8	27.60	*	57.40	27.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Martin Luther King, Jr. School # 6
2016-2017

Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	711	721	749	40%	23%	23%	14%	0%	14%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	117	713	721	734	39%	21%	25%	15%	0%	15%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	60	721	726	754	*	*	*	*	*	*	55%
Male	67	703	717	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	27	671	684	720	*	*	*	*	*	*	24%
Students without Disabilities	100	722	727	755	*	*	*	*	*	*	55%
English Learners	54	703	698	709	*	*	*	*	*	*	11%
Non-English Learners	73	718	737	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	724	731	753	23%	21%	36%	*	*	21%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	123	726	730	740	22%	21%	36%	*	*	21%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	62	730	734	758	*	18%	40%	26%	*	27%	61%
Male	70	719	728	749	*	24%	31%	14%	*	14%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	29	692	*	725	*	*	*	*	*	*	25%
Students without Disabilities	103	733	*	759	*	*	*	*	*	*	62%
English Learners	34	698	*	711	*	*	*	*	*	*	10%
Non-English Learners	98	734	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Martin Luther King, Jr. School # 6
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Grade Span PK-06

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	726	731	756	23%	29%	27%	*	*	22%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	126	726	731	743	23%	30%	24%	*	*	23%	44%
Black or African American	10	725	733	740	*	*	*	*	0%	10%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	69	729	738	761	16%	32%	26%	*	*	26%	66%
Male	67	723	725	750	30%	25%	27%	*	*	18%	53%
Economically Disadvantaged Students	136	726	731	740	23%	29%	27%	*	*	22%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	30	701	701	725	*	*	*	*	*	*	22%
Students without Disabilities	106	733	736	762	*	*	*	*	*	*	66%
English Learners	20	703	700	710	*	*	*	*	*	*	12%
Non-English Learners	116	730	737	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

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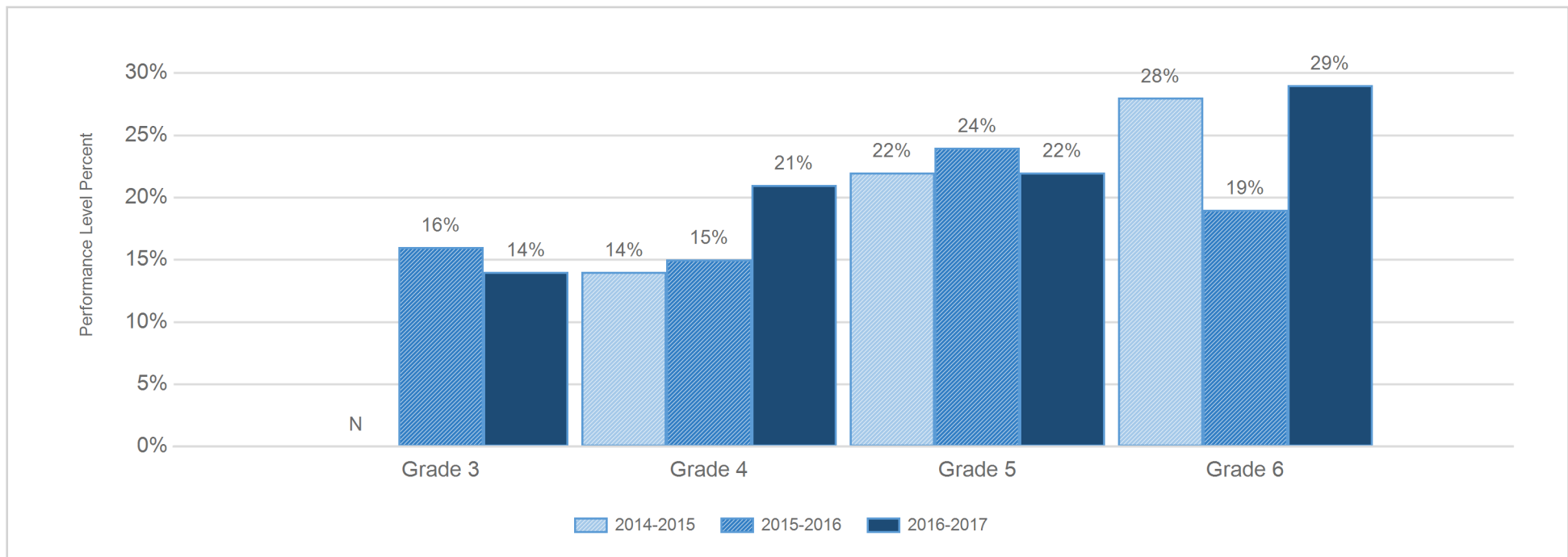
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	731	733	752	*	25%	31%	28%	*	29%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	114	732	733	740	*	25%	32%	28%	*	29%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	52	732	738	758	*	31%	25%	31%	*	31%	61%
Male	66	731	728	746	*	21%	35%	26%	*	27%	46%
Economically Disadvantaged Students	118	731	*	737	*	25%	31%	28%	*	29%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	25	704	711	722	*	*	*	*	*	*	17%
Students without Disabilities	93	739	737	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	522	98.7	19.40	22.10	43.50	19.4	22.4	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	483	99.0	20.70	*	27.60	20.7	23.5	Met Target†
Black or African American	35	94.7	*	13.10	21.70	*	9.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	246	99.2	19.90	*	44.10	19.9		
Male	276	98.3	18.80	*	42.90	18.8		
Economically Disadvantaged Students	*	*	*	*	25.10	*	22.5	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	126	100.0	*	*	16.50	*	12.8	Not Met
Students without Disabilities	396	98.3	*	*	48.80	*		
English Learners	349	98.9	20.30	*	23.30	20.3	22	Met Target†
Non-English Learners	173	98.3	17.30	*	45.20	17.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Martin Luther King, Jr. School # 6
2016-2017

Grade Span PK-06

31-3970-100
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	725	730	751	21%	27%	33%	*	*	19%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	119	726	730	738	20%	28%	32%	*	*	20%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	60	731	732	751	*	28%	40%	18%	*	20%	52%
Male	69	720	728	751	*	26%	28%	17%	*	17%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	27	692	707	729	*	*	*	*	*	*	29%
Students without Disabilities	102	734	733	755	*	*	*	*	*	*	57%
English Learners	56	719	717	724	21%	*	30%	*	*	11%	21%
Non-English Learners	73	730	739	753	21%	*	36%	*	*	25%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	727	730	747	*	32%	26%	23%	*	24%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	124	729	730	734	*	31%	27%	25%	*	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	62	731	730	747	*	31%	27%	26%	*	27%	47%
Male	71	725	730	747	*	32%	25%	21%	*	21%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	29	704	*	724	*	*	*	*	*	*	22%
Students without Disabilities	104	734	*	751	*	*	*	*	*	*	52%
English Learners	35	706	*	716	*	*	*	*	*	*	12%
Non-English Learners	98	735	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	725	730	747	13%	37%	38%	12%	0%	12%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	131	725	730	735	13%	38%	36%	13%	0%	13%	30%
Black or African American	10	722	725	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	69	724	732	747	*	36%	41%	*	*	10%	47%
Male	72	725	728	746	*	38%	36%	*	*	14%	46%
Economically Disadvantaged Students	141	725	730	732	13%	37%	38%	12%	0%	12%	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	30	718	715	725	*	*	*	*	*	*	19%
Students without Disabilities	111	726	732	751	*	*	*	*	*	*	52%
English Learners	25	709	709	717	*	*	*	*	*	*	12%
Non-English Learners	116	728	734	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Martin Luther King, Jr. School # 6
2016-2017

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Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	120	723	731	743	23%	25%	28%	23%	0%	23%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	116	724	731	731	22%	26%	28%	24%	0%	24%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	53	721	732	745	28%	26%	23%	23%	0%	23%	45%
Male	67	725	730	742	19%	24%	33%	24%	0%	24%	43%
Economically Disadvantaged Students	*	*	*	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	56%
Students with Disabilities	25	698	712	717	*	*	*	*	*	*	13%
Students without Disabilities	95	730	734	748	*	*	*	*	*	*	50%
English Learners	11	716	715	710	*	*	*	*	*	*	*
Non-English Learners	109	724	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

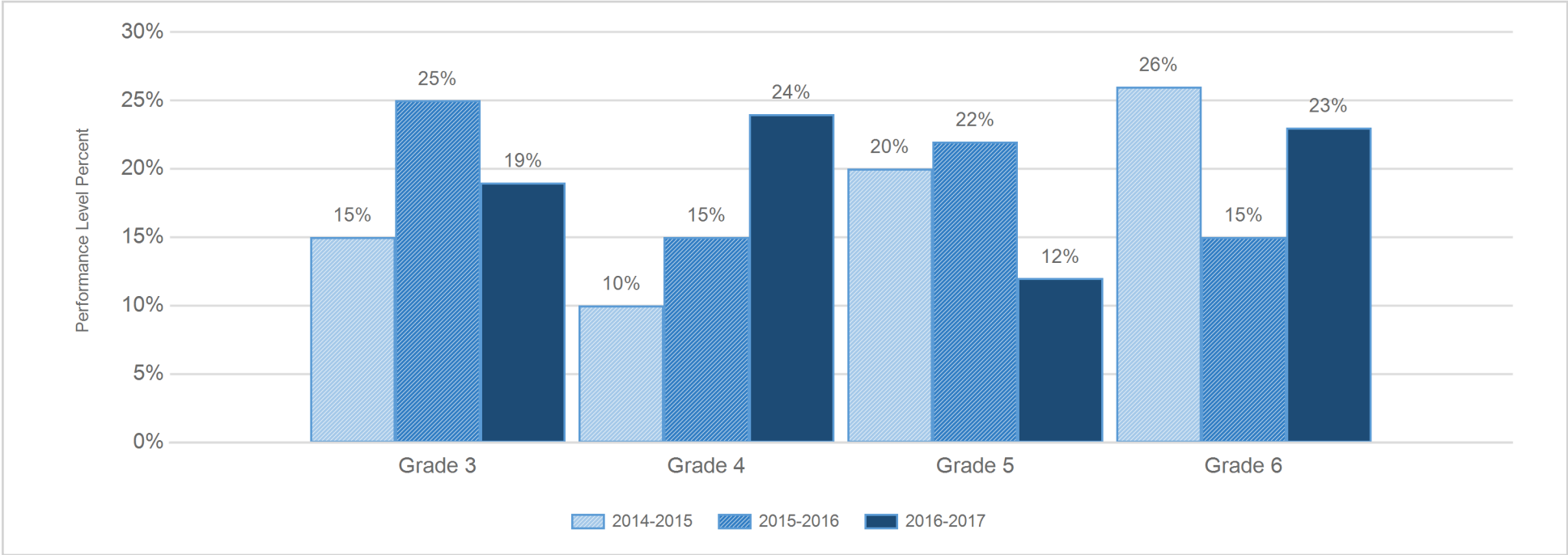


Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	36	*	*
2	28	*	*
3	49	*	*
4	143	*	*
5+	73	*	*



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

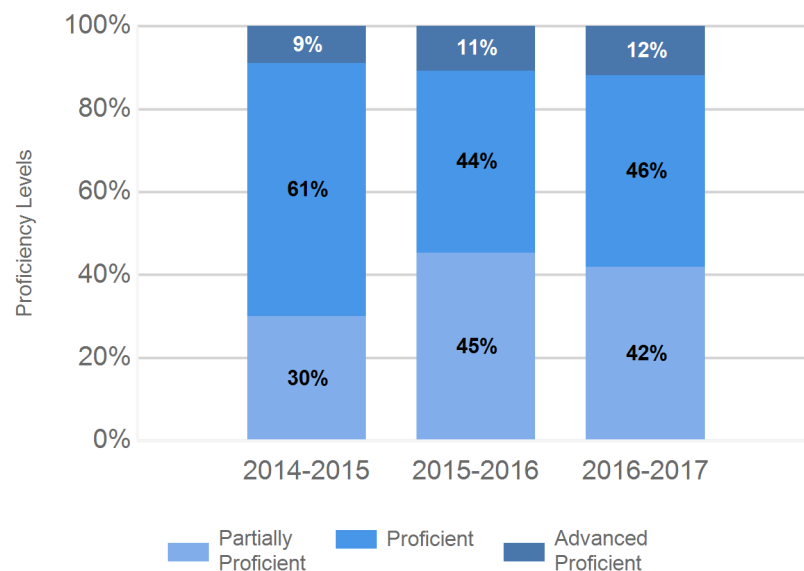
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	12%	46%	42%
White	N	N	N
Hispanic	13%	46%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	12%	46%	42%
Students with Disabilities	7%	10%	83%
English Learners	N	29%	71%

NJASK Science Assessment Performance Trends: Grade 4

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





Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	56.5	52	50	Met Target	47	48	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	57	*	49	Met Target	47	*	47	Met Target
Black or African American	46.5	43	45	Met Target	36	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	56	52	47	Met Target	47	48	46	Met Target
Students with Disabilities	33.5	38	41	Not Met	39	*	43	Not Met
English Learners	55	53	53	Met Target	49.5	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Martin Luther King, Jr. School # 6
2016-2017

Grade Span PK-06

31-3970-100
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PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

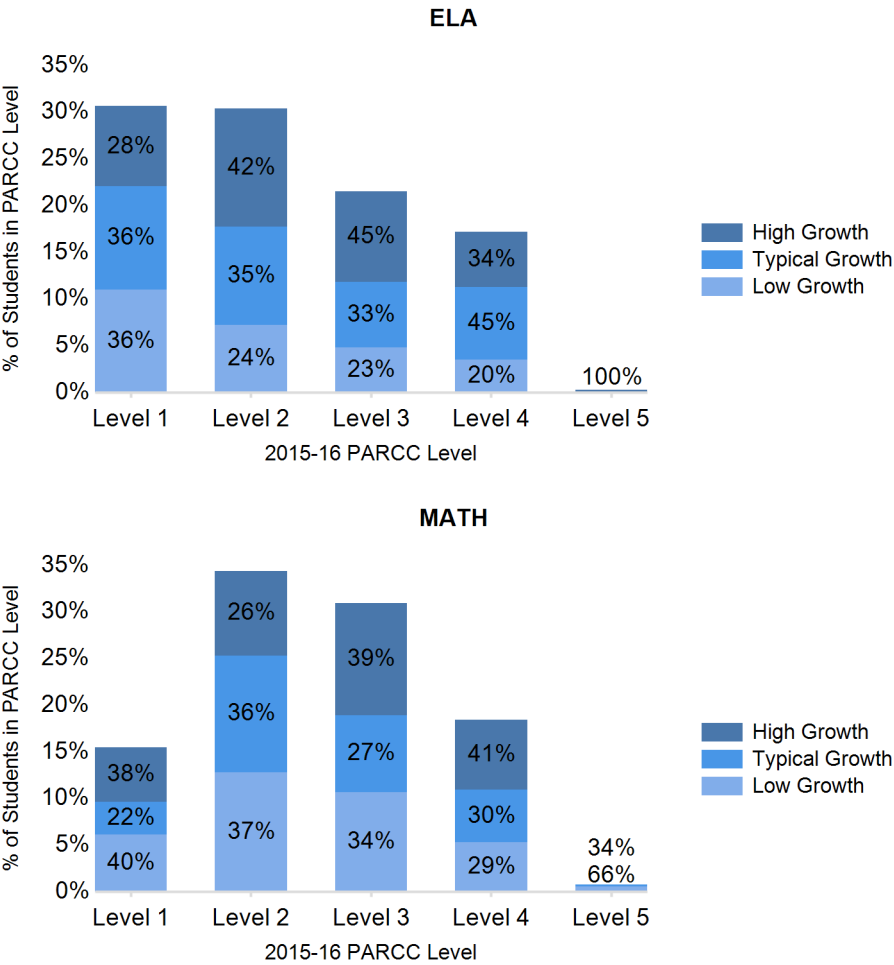
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

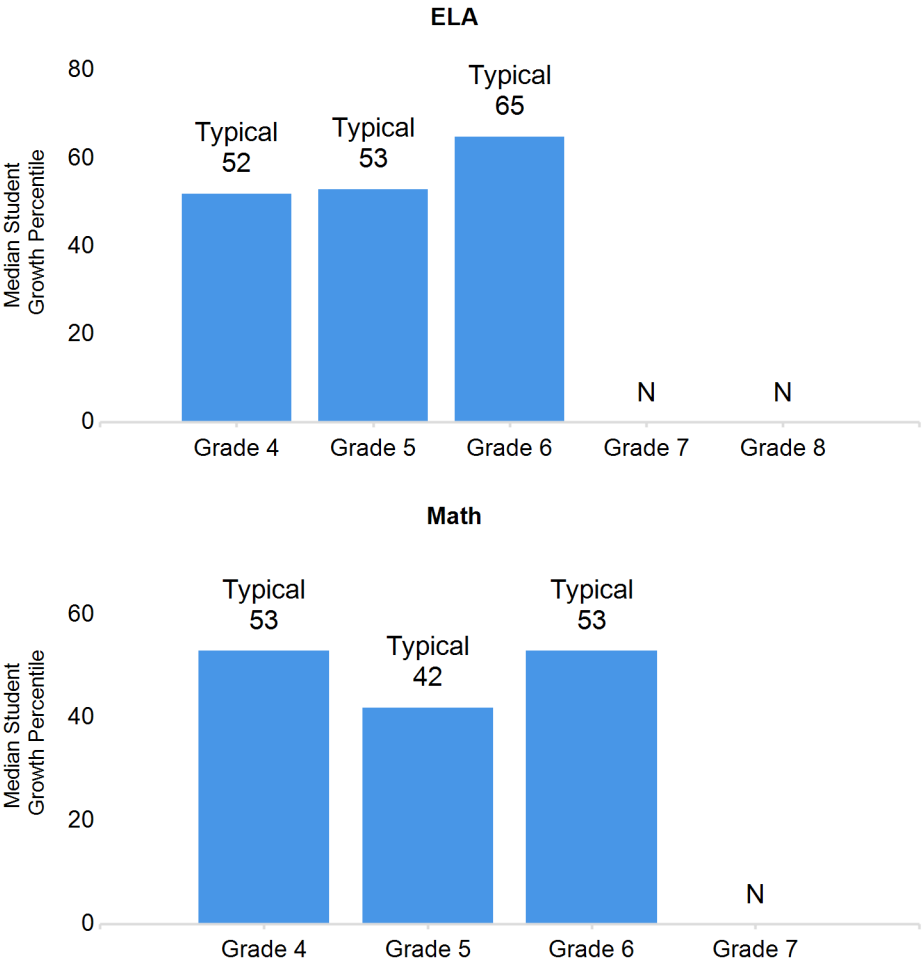
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
 PASSAIC
 PASSAIC CITY
 85 HAMILTON AVE.
 PASSAIC, NJ 07055-5215

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

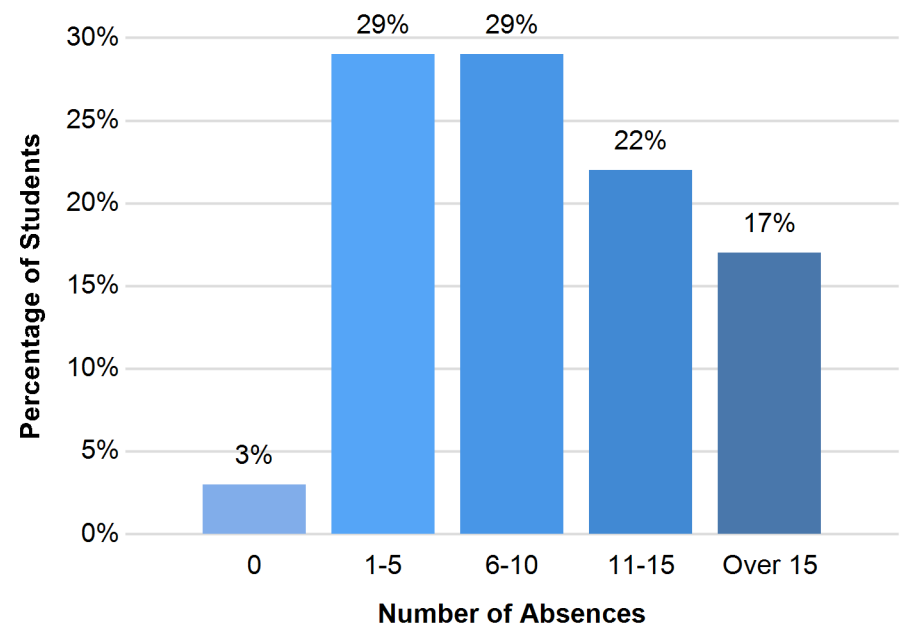
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	11.80	8.30	Not Met
White	N	**	**
Hispanic	10.50	8.30	Not Met
Black or African American	26.20	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.80	8.30	Not Met
Students with Disabilities	18.20	8.30	Not Met
English Learners	9.50	8.30	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

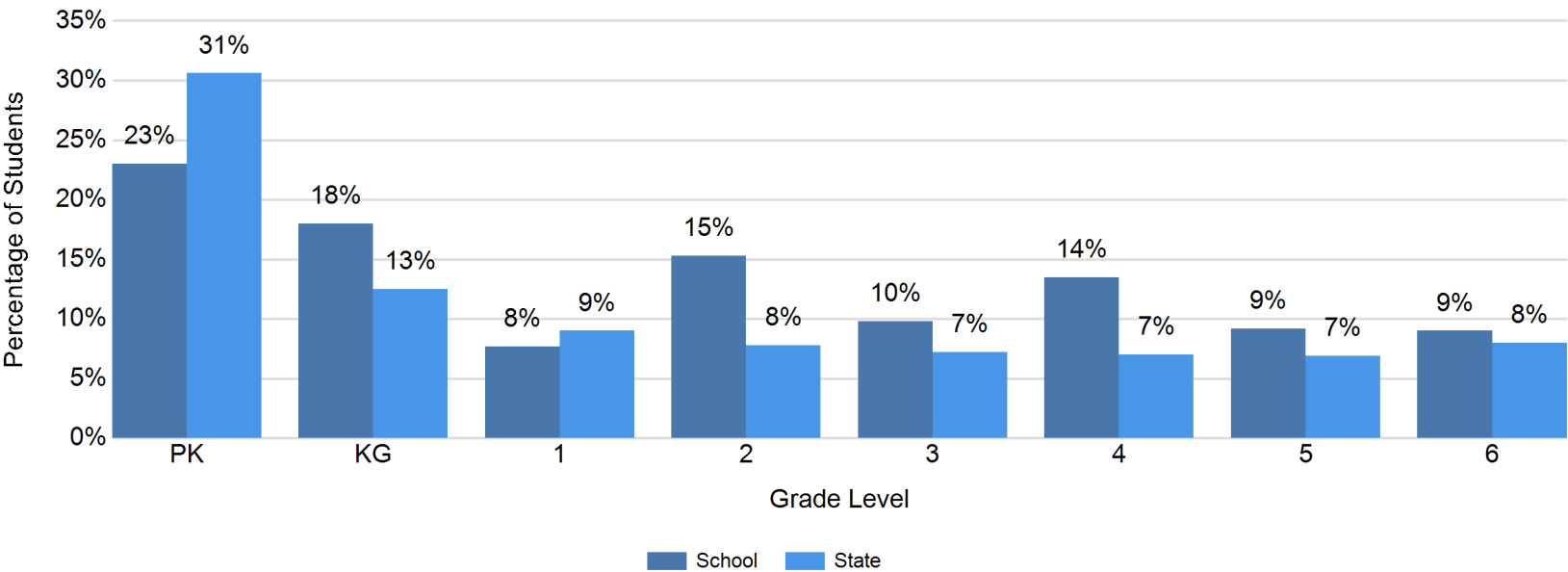
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
 PASSAIC
 PASSAIC CITY
 85 HAMILTON AVE.
 PASSAIC, NJ 07055-5215

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	25
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.23

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.5%
Any Suspension	0.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
 PASSAIC
 PASSAIC CITY
 85 HAMILTON AVE.
 PASSAIC, NJ 07055-5215

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.4:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	82	120,724
Average years experience in public schools	14.3	11.8
Average years experience in district	13.3	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	280:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	5.6	17.5%
Mathematics Proficiency	10.1	17.5%
English Language Arts Growth	65.3	25.0%
Mathematics Growth	38.8	25.0%
Chronic Absenteeism	18.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		31.6
Summative Rating: Percentile rank of Summative Score		21.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06

31-3970-100
PASSAIC
PASSAIC CITY
85 HAMILTON AVE.
PASSAIC, NJ 07055-5215

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	31.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	42.1	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Black or African American	23.3	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	45.2	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	20.9	11.9	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	44.7	11.9	No	Met Target	Met Target†	Not Met	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Martin Luther King, Jr. School # 6
2016-2017
Grade Span PK-06



31-3970-100
 PASSAIC
 PASSAIC CITY
 85 HAMILTON AVE.
 PASSAIC, NJ 07055-5215

School General Info

Principal:	Mrs. Barbetta	Email Address:	sbarbetta@passaicschools.org
Address:	85 HAMILTON AVE. PASSAIC, NJ 07055-5215	Website:	www.passaicschools.org
Phone:	(973)470-5506	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



Martin Luther King, Jr. School # 6

2016-2017

Grade Span PK-06

31-3970-100

PASSAIC



PASSAIC CITY

85 HAMILTON AVE.

PASSAIC, NJ 07055-5215




School Narrative

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

<div>  <div> <div>Courses, Curriculum, Instruction:</div> </div> </div>	<div> <div>School No. 6 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.</div> </div>
<div> <div>  <div> <div>Before and After School Programs:</div> </div> </div> </div>	<div> <div>Passaic Public Schools students have opportunities to learn beyond the regular school day and year. Learning starts before the bell with Morning Study Hall and continues with After School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.</div> </div>

School Narrative

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

 <div>Staff and Professional Learning:</div>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <div>Student Supports and Services:</div>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <div>Parent and Community Involvement:</div>	<p>At School No. 6 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>




Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
2	0	103	123
3	0	101	125
4	0	114	123
5	0	114	123
6	0	111	121
7	0	115	124
8	0	114	123
Ungraded	0	1	1
Total	0	773	863

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	0%	58%	58%
Male	0%	42%	42%
Economically Disadvantaged Students	0%	100%	100%
Students with Disabilities	0%	4%	2%
English Learners	0%	13%	6%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	89.9%
Black or African American	6.0%
White	2.1%
Asian	1.3%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	76.7%
English	21.1%
Gujarati	1.0%
Other	1.0%



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	739	99.7	69.30	28.80	54.90	69.3	68.1	Met Target
White	17	100.0	82.40	44.30	63.90	82.4	**	**
Hispanic	662	99.8	68.40	28.20	39.80	68.4	67.7	Met Target
Black or African American	45	97.8	66.60	25.60	35.20	66.6	60.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	100.00	61.20	80.70	100	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	N	N	N	*	54.90	N	**	**
Female	435	99.8	75.40	34.40	62.20	75.4		
Male	304	99.7	60.50	23.50	48.10	60.5		
Economically Disadvantaged Students	739	99.7	69.30	28.80	36.20	69.3	68.1	Met Target
Non-Economically Disadvantaged Students	N	N	N	14.70	65.80	N		
Students with Disabilities	11	100.0	18.20	*	20.50	18.2	**	**
Students without Disabilities	728	99.7	70.00	*	61.90	70		
English Learners	225	99.6	52.50	*	25.20	52.5	51.8	Met Target
Non-English Learners	514	99.8	76.70	*	57.40	76.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	45.50	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	761	721	749	8%	11%	19%	51%	10%	62%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	111	760	721	734	*	11%	21%	51%	*	60%	35%
Black or African American	11	756	717	731	*	*	*	*	*	64%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	64	765	726	754	*	*	19%	53%	*	66%	55%
Male	61	757	717	745	*	*	20%	49%	*	57%	46%
Economically Disadvantaged Students	125	761	721	731	8%	11%	19%	51%	10%	62%	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	12	694	698	709	*	*	*	*	*	*	11%
Non-English Learners	113	768	737	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

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PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	766	731	753	*	*	15%	46%	27%	73%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	111	766	730	740	*	*	14%	46%	28%	74%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	69	774	734	758	*	*	*	41%	*	78%	61%
Male	53	755	728	749	*	*	*	53%	*	66%	51%
Economically Disadvantaged Students	122	766	731	737	*	*	15%	46%	27%	73%	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

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19 HENRY STREET

PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	760	731	756	*	12%	21%	58%	*	65%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	109	760	731	743	*	13%	23%	58%	*	63%	44%
Black or African American	11	770	733	740	0%	*	0%	*	*	91%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	65	764	738	761	*	*	15%	68%	*	72%	66%
Male	58	757	725	750	*	*	28%	47%	*	57%	53%
Economically Disadvantaged Students	123	760	731	740	*	12%	21%	58%	*	65%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	22%
Students without Disabilities	123	760	736	762	*	12%	21%	58%	*	65%	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	759	733	752	*	*	22%	55%	12%	66%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	111	757	733	740	*	*	23%	53%	11%	64%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	75	762	738	758	*	*	*	55%	*	68%	61%
Male	47	754	728	746	*	*	*	55%	*	64%	46%
Economically Disadvantaged Students	122	759	*	737	*	*	22%	55%	12%	66%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
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19 HENRY STREET
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	776	733	756	*	*	13%	34%	45%	79%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	113	774	732	742	*	*	13%	35%	43%	78%	44%
Black or African American	*	*	*	737	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	82	785	742	764	*	*	*	32%	55%	87%	68%
Male	42	759	725	749	*	*	*	38%	26%	64%	51%
Economically Disadvantaged Students	124	776	*	739	*	*	13%	34%	45%	79%	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	70%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	N	N	N	731	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	772	739	757	*	*	20%	41%	30%	71%	59%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	107	772	739	742	*	*	20%	41%	30%	71%	44%
Black or African American	*	*	*	738	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	N	N	N	758	N	N	N	N	N	N	60%
Female	80	778	746	766	*	*	16%	43%	*	79%	68%
Male	43	761	731	749	*	*	26%	37%	*	56%	50%
Economically Disadvantaged Students	123	772	*	739	*	*	20%	41%	30%	71%	40%
Non-Economically Disadvantaged Students	N	N	N	766	N	N	N	N	N	N	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	N	N	N	701	N	N	N	N	N	N	*
Non-English Learners	123	772	742	759	*	*	20%	41%	30%	71%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

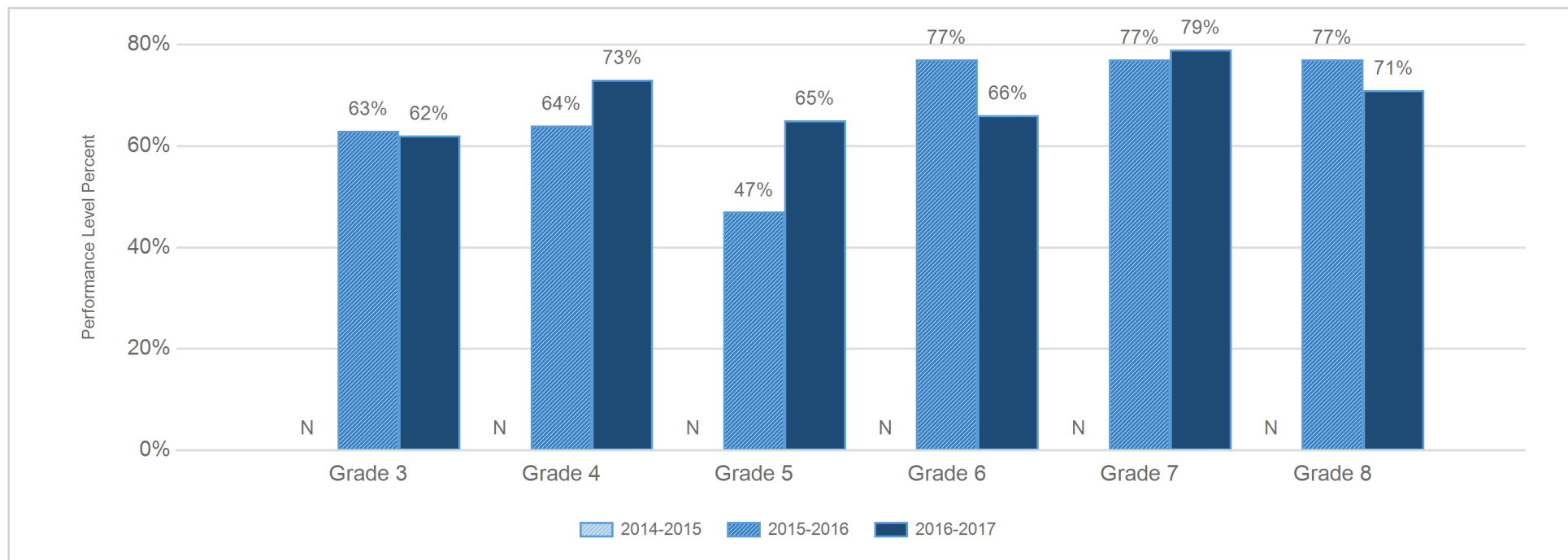


Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
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19 HENRY STREET
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
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 PASSAIC CITY
 19 HENRY STREET
 PASSAIC, NJ 07055

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	739	99.7	49.90	22.10	43.50	49.9	58.7	Not Met
White	17	100.0	58.90	27.00	52.40	58.9	**	**
Hispanic	662	99.8	49.10	*	27.60	49.1	58.8	Not Met
Black or African American	45	97.8	44.40	13.10	21.70	44.4	45	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	93.40	56.80	75.60	93.4	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	N	N	N	*	44.90	N	**	**
Female	435	99.8	49.90	*	44.10	49.9		
Male	304	99.7	50.00	*	42.90	50		
Economically Disadvantaged Students	739	99.7	49.90	*	25.10	49.9	58.7	Not Met
Non-Economically Disadvantaged Students	N	N	N	*	54.30	N		
Students with Disabilities	11	100.0	18.20	*	16.50	18.2	**	**
Students without Disabilities	728	99.7	50.40	*	48.80	50.4		
English Learners	225	99.6	40.40	*	23.30	40.4	52.3	Not Met
Non-English Learners	514	99.8	54.10	*	45.20	54.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	27.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	751	730	751	*	12%	34%	42%	*	52%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	111	750	730	738	*	13%	34%	41%	*	51%	37%
Black or African American	11	750	722	733	0%	*	*	*	*	55%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	64	748	732	751	*	*	31%	44%	*	52%	52%
Male	61	754	728	751	*	*	36%	39%	*	53%	53%
Economically Disadvantaged Students	125	751	730	736	*	12%	34%	42%	*	52%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	12	712	717	724	*	*	*	*	*	*	21%
Non-English Learners	113	755	739	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	752	730	747	*	11%	26%	57%	*	59%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	111	753	730	734	*	*	26%	60%	*	61%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	69	754	730	747	*	*	26%	55%	*	58%	47%
Male	53	750	730	747	*	*	26%	60%	*	60%	48%
Economically Disadvantaged Students	122	752	730	732	*	11%	26%	57%	*	59%	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	742	730	747	*	24%	35%	33%	*	37%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	109	741	730	735	*	25%	36%	31%	*	36%	30%
Black or African American	11	740	725	729	*	*	*	*	0%	55%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	65	741	732	747	*	26%	40%	29%	*	32%	47%
Male	58	742	728	746	*	21%	29%	36%	*	43%	46%
Economically Disadvantaged Students	123	742	730	732	*	24%	35%	33%	*	37%	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	N	N	N	725	N	N	N	N	N	N	19%
Students without Disabilities	123	742	732	751	*	24%	35%	33%	*	37%	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 6**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	746	731	743	*	18%	28%	43%	*	49%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	111	745	731	731	*	18%	29%	41%	*	48%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	75	744	732	745	*	*	25%	45%	*	48%	45%
Male	47	749	730	742	*	*	32%	38%	*	51%	43%
Economically Disadvantaged Students	122	746	731	728	*	18%	28%	43%	*	49%	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 7**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	737	723	741	*	19%	44%	29%	*	29%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	68	737	*	730	*	21%	46%	28%	*	28%	23%
Black or African American	*	*	*	726	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	N	N	N	740	N	N	N	N	N	N	39%
Female	43	739	725	743	*	*	47%	*	0%	30%	41%
Male	29	735	721	740	*	*	41%	*	0%	28%	38%
Economically Disadvantaged Students	72	737	*	729	*	19%	44%	29%	*	29%	22%
Non-Economically Disadvantaged Students	N	N	N	749	N	N	N	N	N	N	50%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	11%
Students without Disabilities	72	737	726	746	*	19%	44%	29%	*	29%	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	N	N	N	722	N	N	N	N	N	N	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 8**

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	728	N	N	N	N	N	N	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	N	N	N	721	N	N	N	N	N	N	21%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	N	N	N	726	N	N	N	N	N	N	28%
Female	N	N	N	730	N	N	N	N	N	N	30%
Male	N	N	N	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	N	719	N	N	N	N	N	N	19%
Non-Economically Disadvantaged Students	N	N	N	734	N	N	N	N	N	N	34%
Students with Disabilities	N	N	N	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	734	N	N	N	N	N	N	*
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	N	N	N	729	N	N	N	N	N	N	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	175	758	726	743	*	13%	22%	53%	*	60%	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	152	757	726	728	*	13%	24%	55%	*	59%	24%
Black or African American	*	*	*	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	119	761	730	744	*	11%	*	55%	*	62%	43%
Male	56	753	723	741	*	18%	*	48%	*	55%	40%
Economically Disadvantaged Students	175	758	726	727	*	13%	22%	53%	*	60%	23%
Non-Economically Disadvantaged Students	N	N	N	751	N	N	N	N	N	N	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	175	758	731	745	*	13%	22%	53%	*	60%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

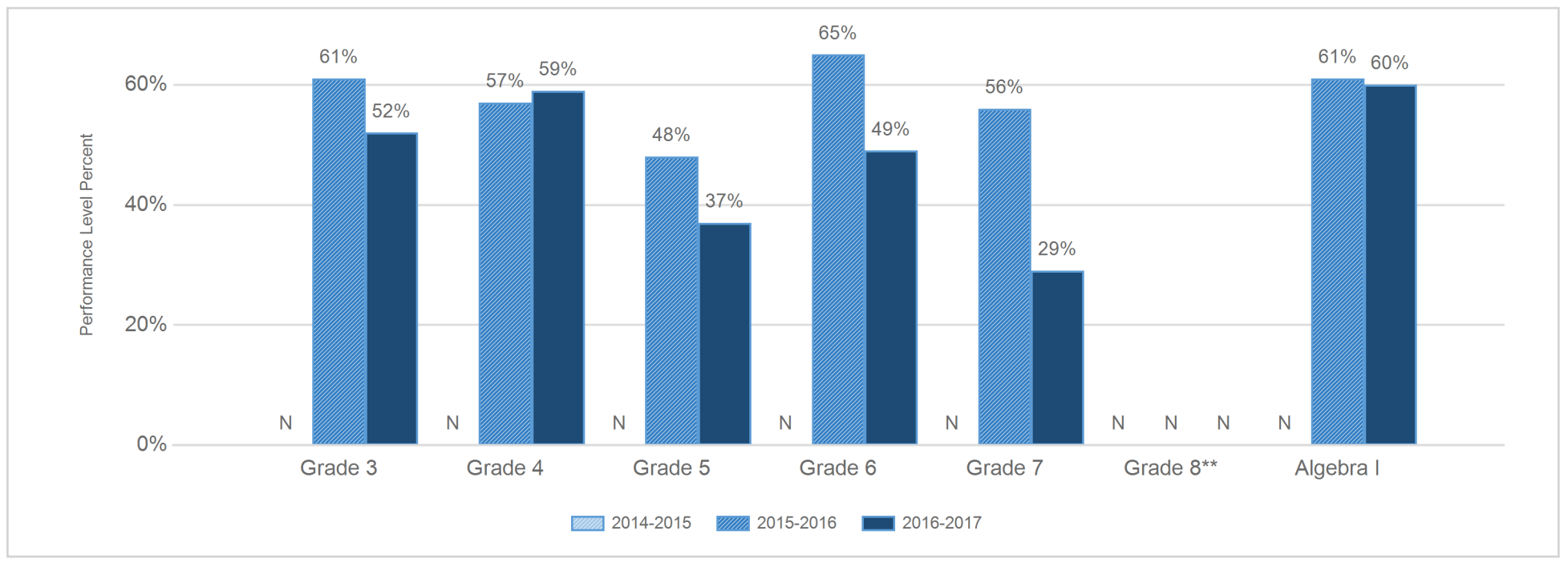


Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
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19 HENRY STREET
PASSAIC, NJ 07055

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	N	N	N
2	*	*	*
3	*	*	*
4	16	*	*
5+	33	87.9%	12.1%



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

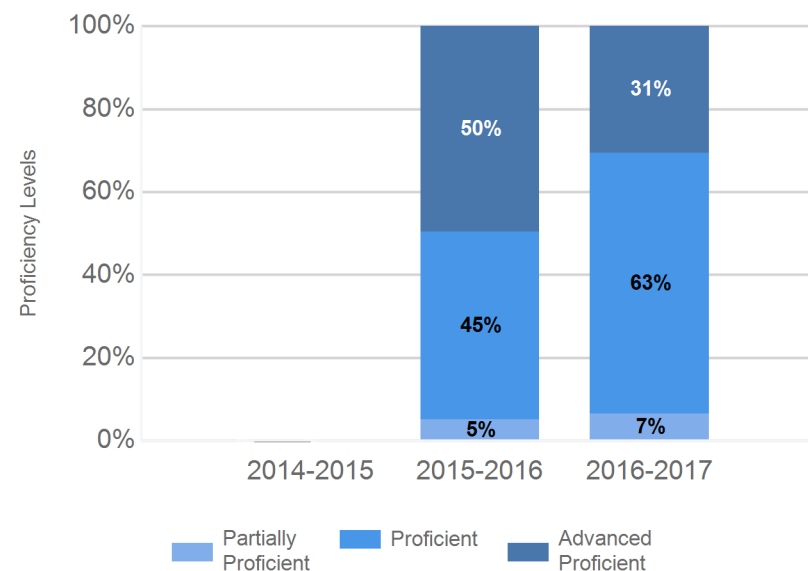
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	31%	63%	7%
White	N	*	N
Hispanic	*	61%	*
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	31%	63%	7%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

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





Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

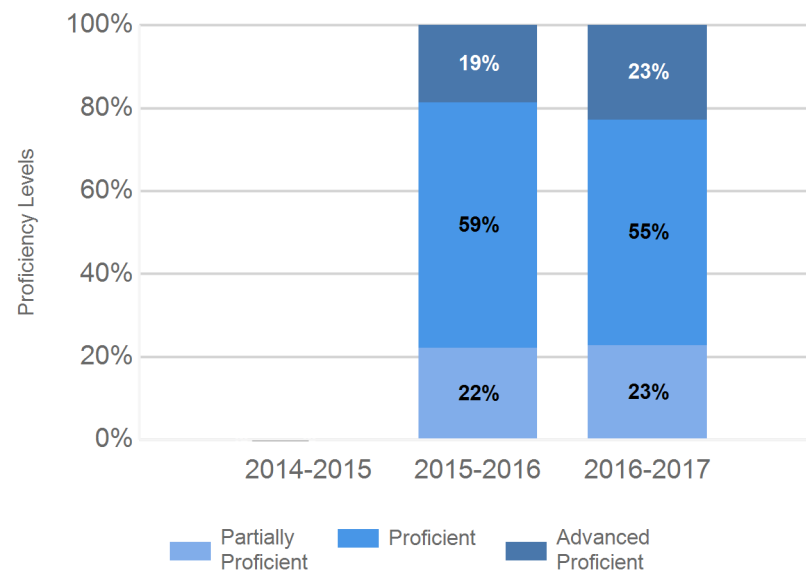
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	23%	55%	23%
White	N	*	N
Hispanic	21%	57%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	55%	23%
Students with Disabilities	*	N	*
English Learners	N	N	N

NJASK Science Assessment Performance Trends: Grade 8

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





Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	60	52	50	Exceeds Target	40	48	50	Met Target
White	83	*	50	**	*	41.5	52	**
Hispanic	60	*	49	Exceeds Target	39.5	*	47	Not Met
Black or African American	51	43	45	Met Target	39.5	41	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	59.5	70	60	**	*	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	60	52	47	Exceeds Target	40	48	46	Met Target
Students with Disabilities	57.5	38	41	**	*	*	43	**
English Learners	59	53	53	Met Target	45	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Passaic Gifted and Talented Academy School No. 20
2016-2017

Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

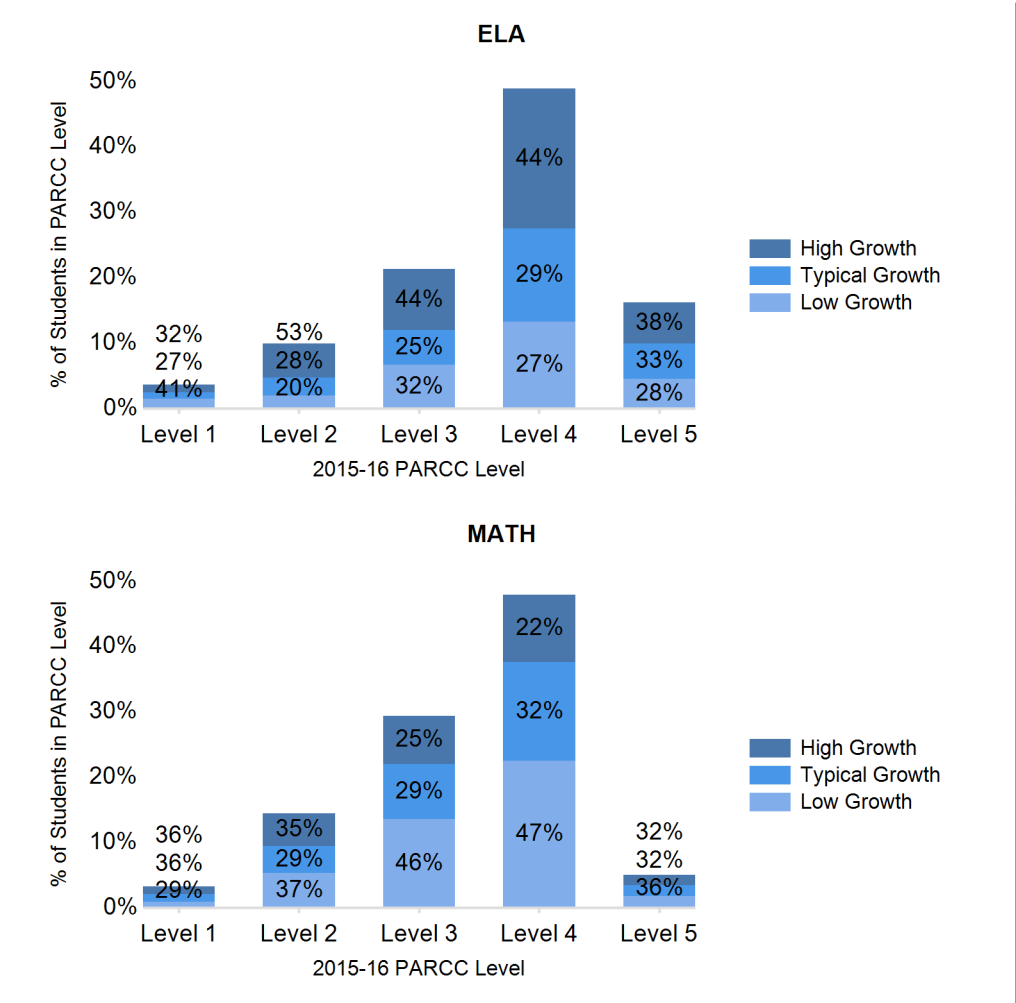
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

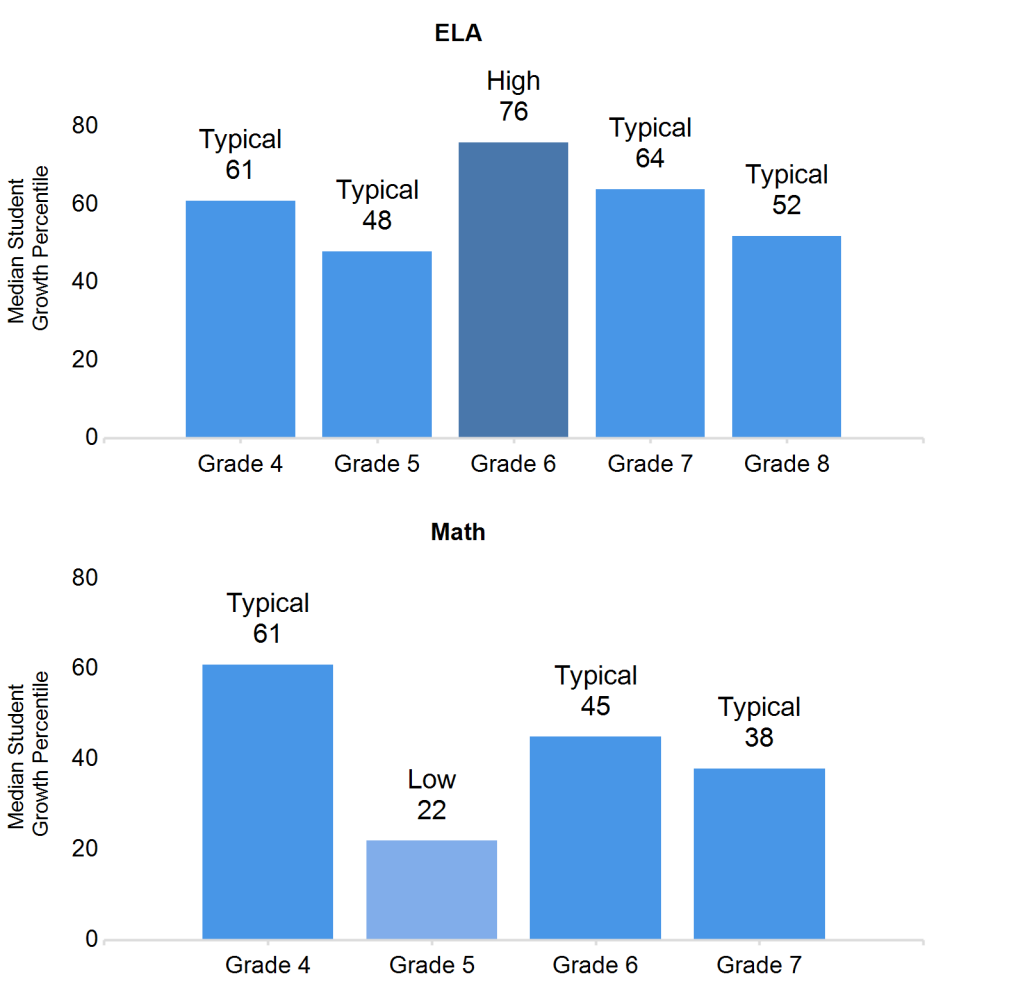
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
 PASSAIC
 PASSAIC CITY
 19 HENRY STREET
 PASSAIC, NJ 07055

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	127
7	126	0	0
8	124	0	0
Schoolwide	250	0	127

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	123
7	125	0	0	0	0	0	0
8	123	0	0	0	0	0	0
Schoolwide	248	0	0	0	0	0	123
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

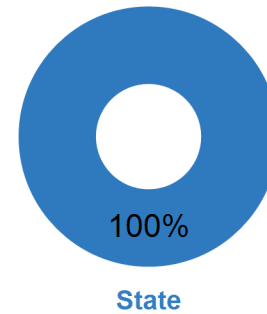
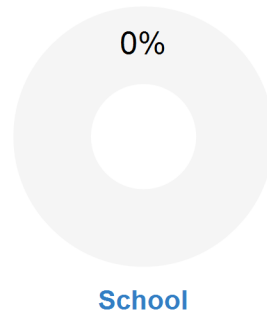
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Visual and Performing Arts – Course Participation

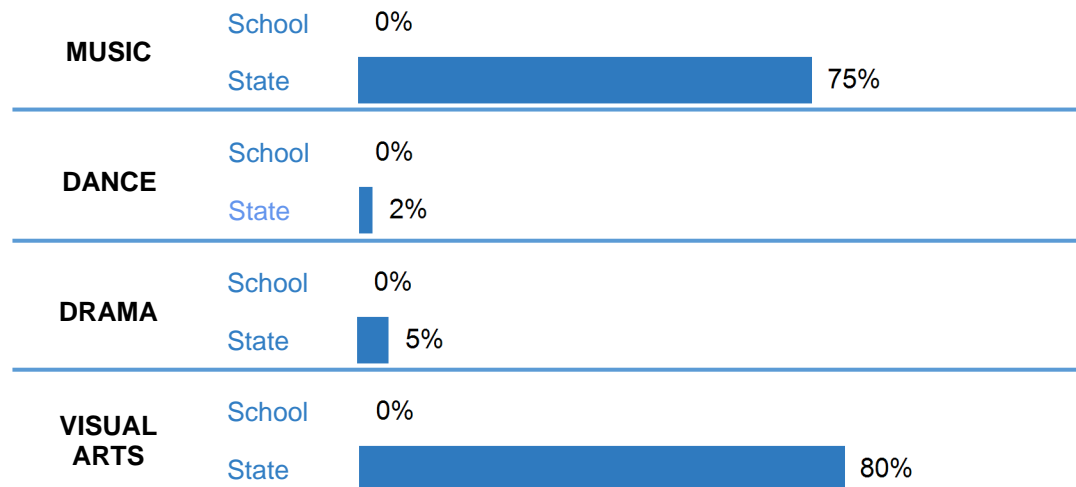
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

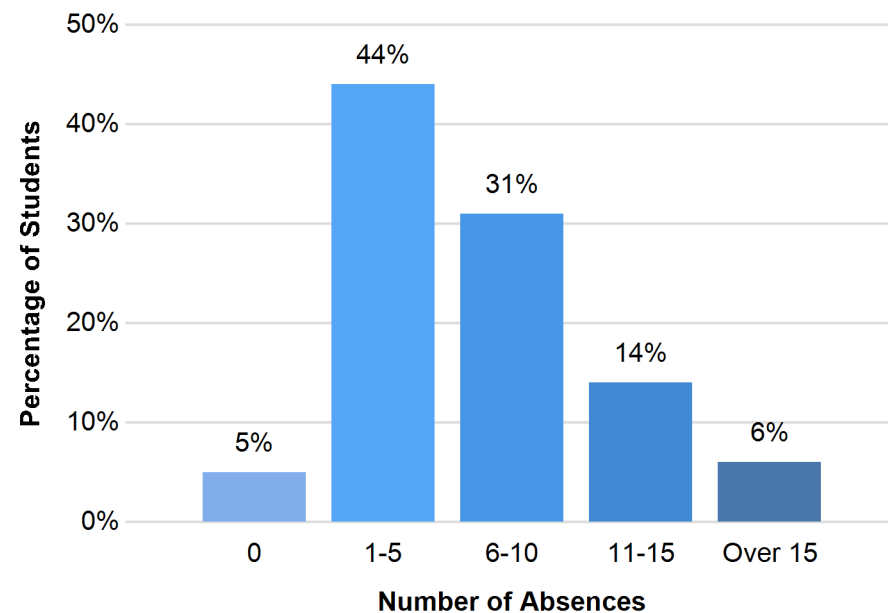
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	2.80	7.90	Met Target
White	N	**	**
Hispanic	3.00	7.90	Met Target
Black or African American	1.90	7.90	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	2.80	7.90	Met Target
Students with Disabilities	N	**	**
English Learners	0	7.90	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



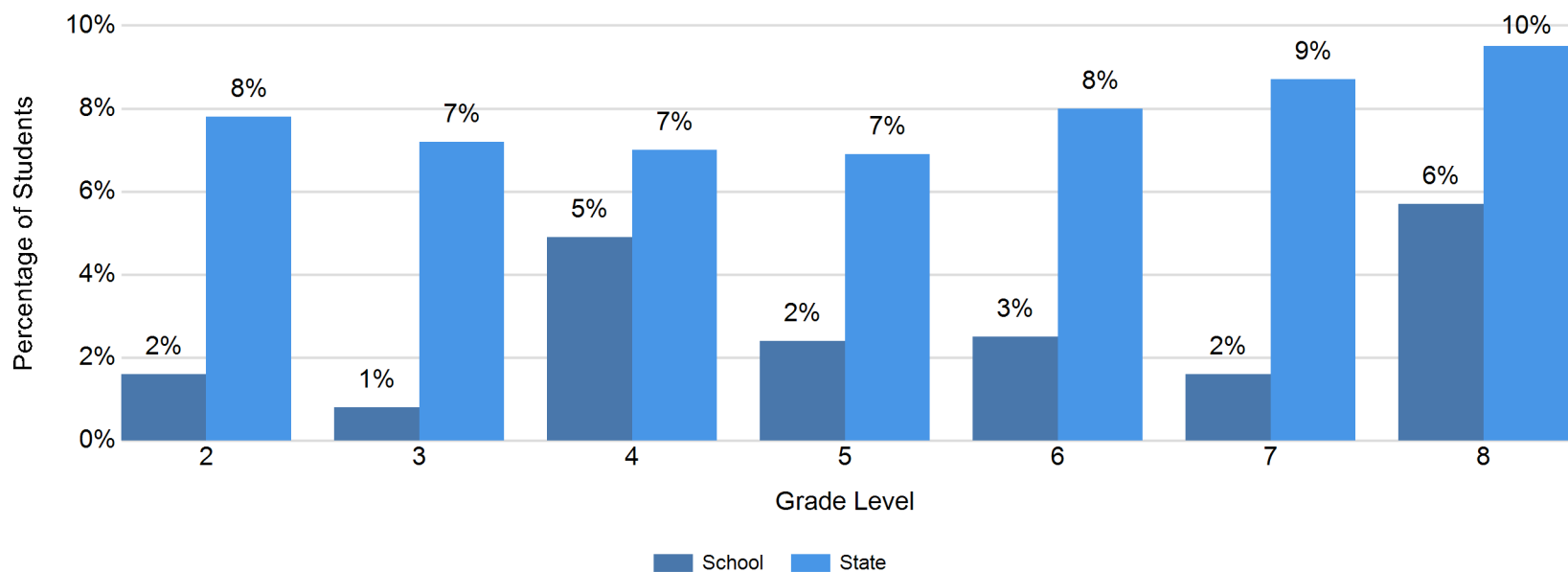


Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
 PASSAIC
 PASSAIC CITY
 19 HENRY STREET
 PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	1
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	27
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	3.36

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.4%
Any Suspension	1.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
 PASSAIC
 PASSAIC CITY
 19 HENRY STREET
 PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.0:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	59	120,724
Average years experience in public schools	8.5	11.8
Average years experience in district	7.5	10.5
Teachers in district for 4 or more years	68%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	288:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

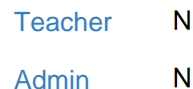
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	87.5	17.5%
Mathematics Proficiency	70.2	17.5%
English Language Arts Growth	82.2	25.0%
Mathematics Growth	21.2	25.0%
Chronic Absenteeism	96.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		67.8
Summative Rating: Percentile rank of Summative Score		77.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Passaic Gifted and Talented Academy School No. 20

2016-2017

Grade Span 02-08

31-3970-300

PASSAIC

PASSAIC CITY

19 HENRY STREET

PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	67.8	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	72.4	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Not Met	No
Black or African American	75.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	77.2	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Met Target	No
Students with Disabilities	**	**	No	**	**	**	**	**	No
English Learners	70.6	11.9	No	Met Target	Not Met	Met Target	Met Target	Met Target	No

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† Target was met within a confidence interval.



Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08



31-3970-300
 PASSAIC
 PASSAIC CITY
 19 HENRY STREET
 PASSAIC, NJ 07055

School General Info

Principal:	Mr. Mellody	Email Address:	jmellody@passaicschools.org
Address:	19 HENRY STREET PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5500	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Students used workshop format to develop writing pieces that align to New Jersey Student Learning Standards. • Students use a personalized learning approach for mathematics. • Teachers build lessons around interdisciplinary connections between content areas.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>





Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

School Narrative

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

 Courses, Curriculum, Instruction:	School No. 20 students engage in lessons that recognize the unique value, needs, and talents, of the individual student. Courses promote debate and exploration. Students are encouraged to identify their own learning goals in addition to the required expectations.
 Before and After School Programs:	School No. 20 offers a wide variety of programming before and after school that is designed to support and advance the learning done during the regular school day.






Passaic Gifted and Talented Academy School No. 20
2016-2017
Grade Span 02-08

31-3970-300
PASSAIC
PASSAIC CITY
19 HENRY STREET
PASSAIC, NJ 07055

School Narrative

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

 Staff and Professional Learning:	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.
 Student Supports and Services:	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 Parent and Community Involvement:	At School No. 20, our community supports and contributes to our learning. Through guest speakers, opportunities to visit local government officials, and family learning events, our school strives to learn together.




Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

PASSAIC

PASSAIC CITY

170 PAULISON AVE.

PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	780	779	752
10	699	731	783
11	668	670	744
12	647	646	658
Ungraded	146	130	149
Total	2940	2956	3086

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	49%	49%	48%
Male	51%	51%	52%
Economically Disadvantaged Students	100%	99%	100%
Students with Disabilities	16%	16%	15%
English Learners	13%	17%	16%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	92.7%
Black or African American	4.5%
Asian	2.0%
White	0.6%
American Indian or Alaska Native	0.1%
Native Hawaiian or Pacific Islander	0.1%
Two or More Races	0.0%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	3086
Shared Time Students	0
Full Time Equivalent	3086

Enrollment by Home Language

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

Home Language	% of Students
Spanish	84.7%
English	13.2%
Gujarati	1.6%
Other	0.4%



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1472	92.4	19.60	28.80	54.90	19.1	24.8	Not Met
White	11	73.3	36.40	44.30	63.90	28	**	**
Hispanic	1377	92.8	19.70	28.20	39.80	19.3	24.6	Not Met
Black or African American	61	88.4	13.10	25.60	35.20	12.2	23.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	96.2	20.00	61.20	80.70	20	44.8	Not Met
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	672	92.0	25.50	34.40	62.20	24.7		
Male	800	92.8	14.60	23.50	48.10	14.4		
Economically Disadvantaged Students	1460	92.7	*	28.80	36.20	*	24.8	Not Met
Non-Economically Disadvantaged Students	12	68.4	*	14.70	65.80	*		
Students with Disabilities	263	93.3	*	*	20.50	*	8.6	Not Met
Students without Disabilities	1209	92.3	*	*	61.90	*		
English Learners	375	91.8	*	*	25.20	*	10	Not Met
Non-English Learners	1097	92.7	*	*	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	45.50	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	762	718	718	749	35%	21%	25%	18%	1%	19%	52%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	716	718	718	733	35%	20%	25%	*	*	19%	35%
Black or African American	30	710	710	730	37%	33%	*	*	0%	10%	30%
Asian, Native Hawaiian, or Pacific Islander	10	726	726	777	*	*	*	*	0%	10%	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	N	N	N	746	N	N	N	N	N	N	48%
Female	351	726	726	756	25%	*	32%	*	*	26%	60%
Male	411	710	710	741	43%	*	19%	*	*	14%	43%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	128	697	697	714	*	*	*	*	*	*	13%
Students without Disabilities	634	722	722	754	*	*	*	*	*	*	58%
English Learners	186	699	699	690	*	*	*	*	*	*	*
Non-English Learners	576	724	724	752	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	45%
Migrant Students	N	N	N	705	N	N	N	N	N	N	*



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	769	709	709	743	45%	19%	19%	16%	3%	18%	46%
White	*	*	*	749	*	*	*	*	*	*	52%
Hispanic	717	709	709	728	44%	19%	18%	16%	3%	18%	34%
Black or African American	30	701	701	725	53%	*	*	*	0%	17%	31%
Asian, Native Hawaiian, or Pacific Islander	15	708	708	774	*	*	*	*	0%	20%	74%
American Indian or Alaska Native	*	*	*	740	*	*	*	*	*	*	42%
Two or More Races	*	*	*	737	*	*	*	*	*	*	42%
Female	351	715	715	752	39%	18%	20%	*	*	23%	54%
Male	418	704	704	734	50%	19%	17%	*	*	14%	39%
Economically Disadvantaged Students	758	710	710	726	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	11	666	666	751	*	*	*	*	*	*	54%
Students with Disabilities	129	685	685	704	*	*	*	*	*	*	12%
Students without Disabilities	640	714	714	749	*	*	*	*	*	*	52%
English Learners	136	679	679	681	*	*	*	*	*	*	*
Non-English Learners	633	715	715	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	715	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	694	N	N	N	N	N	N	*



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	727	718	718	736	36%	20%	20%	21%	3%	24%	38%
White	*	*	*	738	*	*	*	*	*	*	40%
Hispanic	668	718	718	731	36%	19%	21%	21%	3%	24%	34%
Black or African American	29	708	708	728	45%	*	*	*	0%	14%	30%
Asian, Native Hawaiian, or Pacific Islander	24	736	736	756	*	*	*	46%	0%	46%	58%
American Indian or Alaska Native	*	*	*	731	*	*	*	*	*	*	30%
Two or More Races	N	N	N	731	N	N	N	N	N	N	36%
Female	342	725	725	744	28%	20%	23%	*	*	29%	46%
Male	385	712	712	729	43%	20%	18%	*	*	19%	31%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Students with Disabilities	102	698	698	709	*	*	*	*	*	*	12%
Students without Disabilities	625	721	721	741	*	*	*	*	*	*	43%
English Learners	147	693	693	699	*	*	*	*	*	*	*
Non-English Learners	580	724	724	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	N	N	N	713	N	N	N	N	N	N	26%

**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.

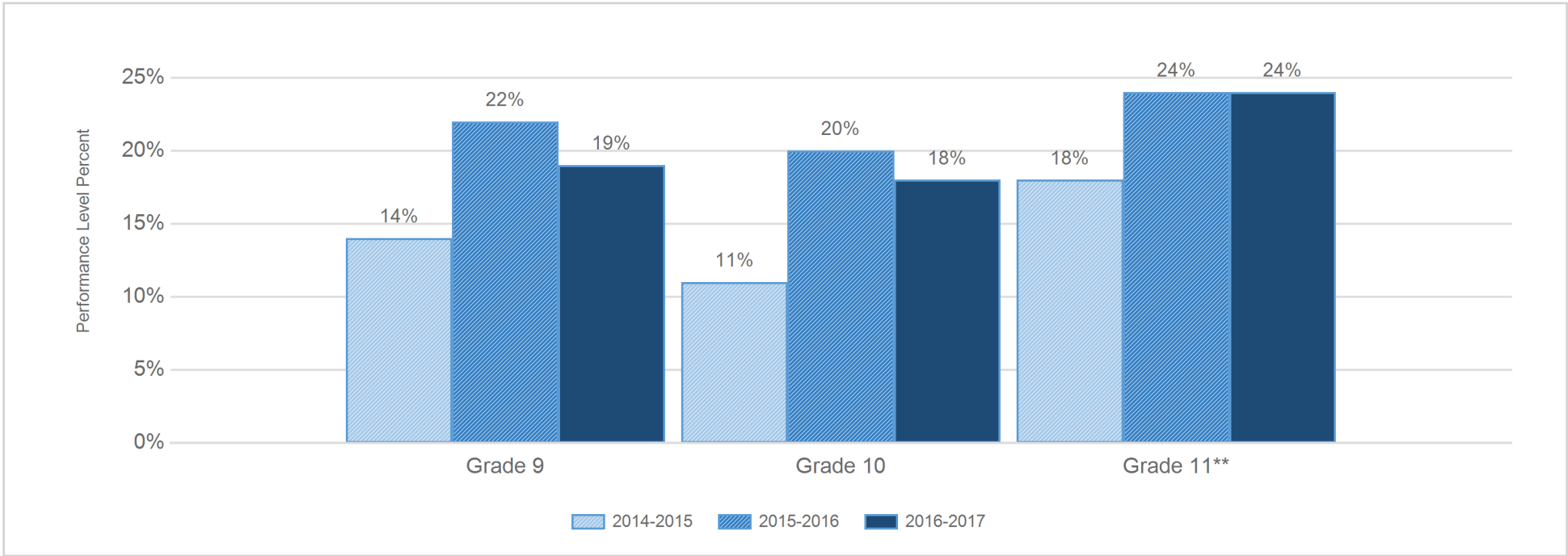


Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	1479	93.6	*	22.10	43.50	*	16.3	Not Met
White	12	80.0	*	27.00	52.40	*	**	**
Hispanic	1385	93.9	*	*	27.60	*	16.4	Not Met
Black or African American	60	89.6	*	13.10	21.70	*	10.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	20	100.0	25.00	56.80	75.60	25	29.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	677	93.4	*	*	44.10	*		
Male	802	93.7	*	*	42.90	*		
Economically Disadvantaged Students	1469	93.9	*	*	25.10	*	16.3	Not Met
Non-Economically Disadvantaged Students	10	61.1	*	*	54.30	*		
Students with Disabilities	256	91.5	*	*	16.50	*	6.7	Not Met
Students without Disabilities	1223	94.0	*	*	48.80	*		
English Learners	372	93.4	*	*	23.30	*	6.9	Not Met
Non-English Learners	1107	93.6	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	27.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	474	706	726	743	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	52%
Hispanic	445	707	726	728	*	*	*	*	*	*	24%
Black or African American	26	704	714	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	179	708	730	744	*	*	*	*	*	*	43%
Male	295	706	723	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	129	702	*	714	*	*	*	*	*	*	10%
Students without Disabilities	345	708	*	747	*	*	*	*	*	*	47%
English Learners	131	698	704	708	*	*	*	*	*	*	*
Non-English Learners	343	710	731	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	782	711	711	734	*	*	*	*	*	*	30%
White	*	*	*	740	*	*	*	*	*	*	38%
Hispanic	727	712	712	722	*	*	*	*	*	*	14%
Black or African American	29	702	702	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	353	712	712	735	*	*	*	*	*	*	31%
Male	429	711	711	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	771	712	712	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	11	701	701	740	*	*	*	*	*	*	39%
Students with Disabilities	141	702	702	711	*	*	*	*	*	*	*
Students without Disabilities	641	713	713	738	*	*	*	*	*	*	*
English Learners	190	707	707	710	*	*	*	*	*	*	*
Non-English Learners	592	713	713	735	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	727	N	N	N	N	N	N	15%
Migrant Students	N	N	N	704	N	N	N	N	N	N	*



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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PASSAIC, NJ 07055

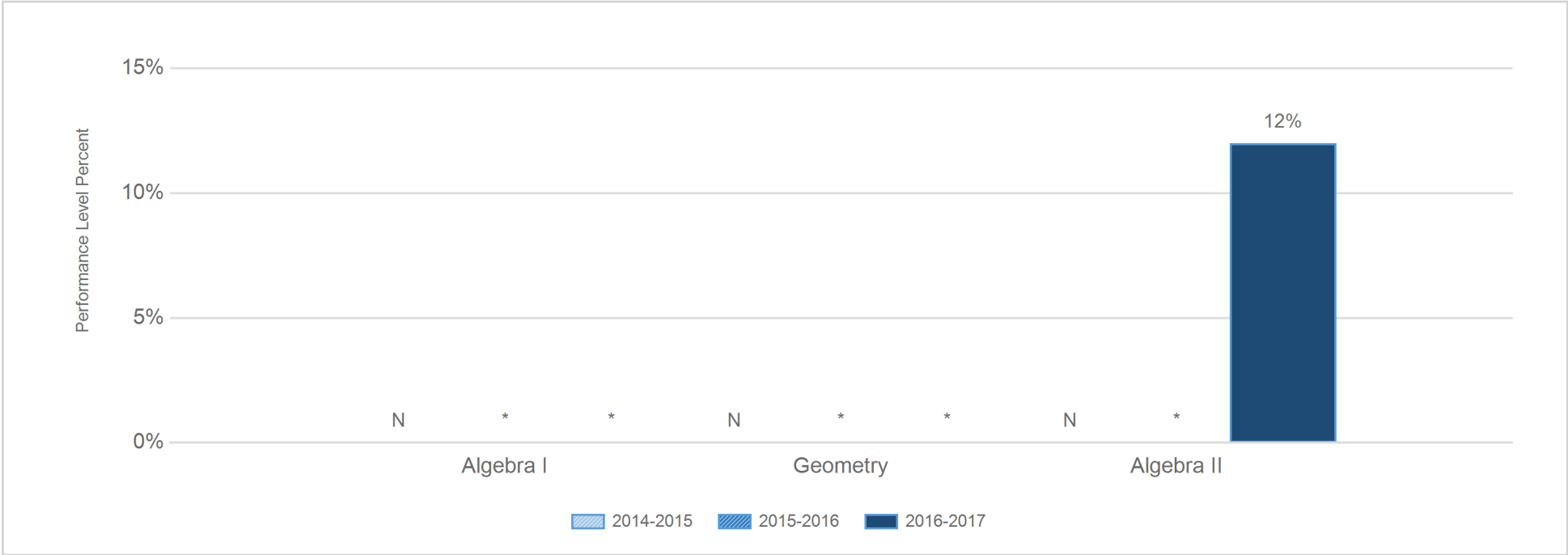
Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	839	708	708	725	40%	27%	21%	*	*	12%	28%
White	*	*	*	731	*	*	*	*	*	*	33%
Hispanic	787	708	708	710	40%	27%	21%	*	*	13%	14%
Black or African American	25	702	702	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	19	718	718	761	*	*	*	*	0%	26%	62%
American Indian or Alaska Native	*	*	*	715	*	*	*	*	*	*	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	412	709	709	725	38%	29%	22%	*	*	11%	27%
Male	427	708	708	725	42%	25%	19%	*	*	13%	29%
Economically Disadvantaged Students	*	*	*	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	35%
Students with Disabilities	71	679	679	692	*	*	*	*	*	*	*
Students without Disabilities	768	711	711	729	*	*	*	*	*	*	*
English Learners	127	692	692	692	*	*	*	*	*	*	*
Non-English Learners	712	711	711	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	692	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	710	N	N	N	N	N	N	14%
Migrant Students	N	N	N	702	N	N	N	N	N	N	14%

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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Alternate Assessments - Participation

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

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

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	105	*	*
2	97	*	*
3	85	*	*
4	49	*	*
5+	87	*	*



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

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PASSAIC, NJ 07055

This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

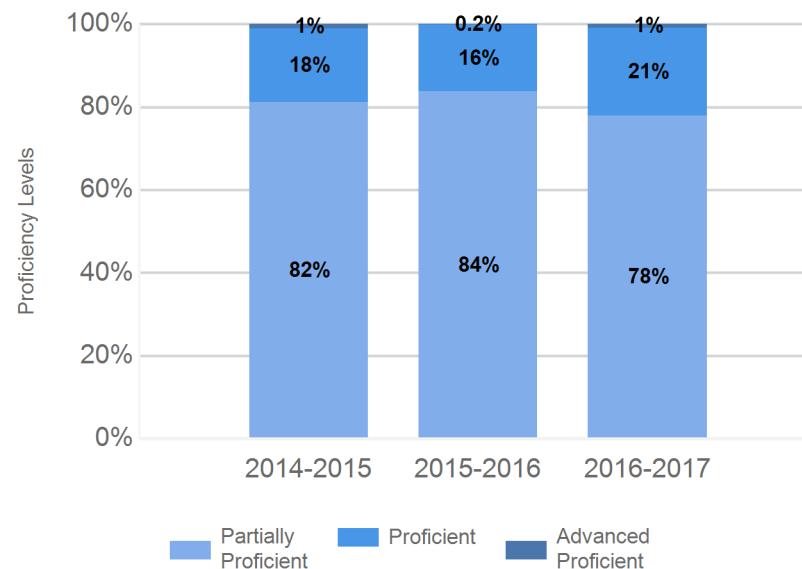
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	1%	21%	78%
White	*	*	*
Hispanic	*	22%	78%
Black or African American	N	12%	88%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	1%	21%	78%
Students with Disabilities	N	*	*
English Learners	N	*	*

Biology Assessment - Proficiency Trends

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





Passaic High School # 12
2016-2017

Grade Span 09-12

31-3970-050
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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	91.1%	89.4%
Percentage of students taking the SAT	100.0%	70.0%
Percentage of students taking the ACT	1.8%	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	397	481	Varies By Grade	25%	67%
PSAT - Math	420	483	Varies By Grade	18%	49%
SAT - Reading and Writing	436	551	480	29%	77%
SAT - Math	445	552	530	16%	58%
ACT - Reading	23	24	22	50%	65%
ACT - English	21	24	18	67%	79%
ACT - Math	23	24	22	58%	65%
ACT - Science	21	23	23	42%	54%



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

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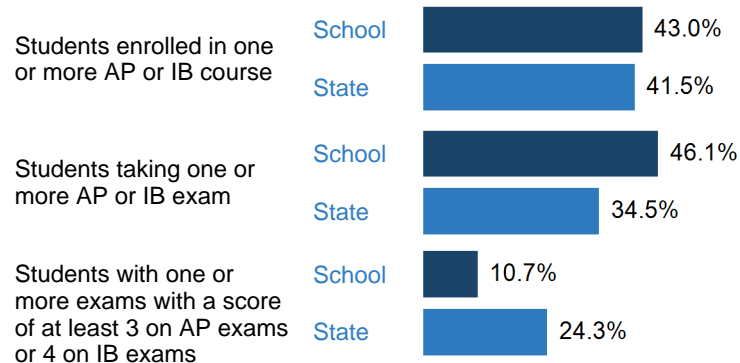
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

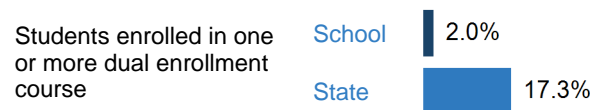
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	0	11
AP Biology	19	19
AP Calculus AB	0	46
AP Chemistry	10	11
AP Comparative Government and Politics	17	15
AP Computer Science A	0	27
AP Computer Science Principles	0	51
AP English Language and Composition	171	172
AP English Literature and Composition	197	190
AP Environmental Science	29	28
AP Macroeconomics	0	26
AP Microeconomics	0	1
AP Music Theory	20	20
AP Physics 1	0	30
AP Physics B	32	0
AP Psychology	76	76
AP Spanish Language	0	84
AP Spanish Literature	0	49
AP Statistics	13	13
AP U.S. Government and Politics	15	13



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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170 PAULISON AVE.
PASSAIC, NJ 07055

AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	100	42
AP World History	118	99
Total Exams Taken		1023
Exams with scores of at least 3 on AP exams or 4 on IB exams		195



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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PASSAIC, NJ 07055

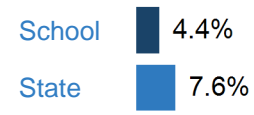
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

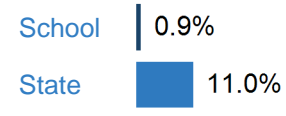
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

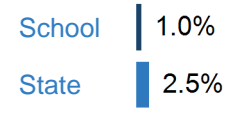
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
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 170 PAULISON AVE.
 PASSAIC, NJ 07055

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	436	198	170	0	0	0	0
10	32	573	265	3	0	1	0
11	44	123	463	145	7	3	0
12	59	56	131	149	75	25	35
Schoolwide	571	950	1029	297	82	29	35
Enrolled in AP/IB Course					0	13	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	785	0	0	10	0	19
10	55	241	0	92	2	475
11	42	22	0	342	138	268
12	50	15	0	127	39	173
Schoolwide	932	278	0	571	179	935
Enrolled in AP/IB Course	19	10		29	32	0



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	805	5	0	5	4	5
10	23	807	3	13	7	19
11	13	770	4	46	26	25
12	19	150	18	96	19	38
Schoolwide	860	1732	25	160	56	87
Enrolled in AP/IB Course	118	100	0	76	0	31

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

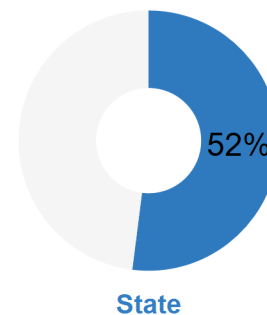
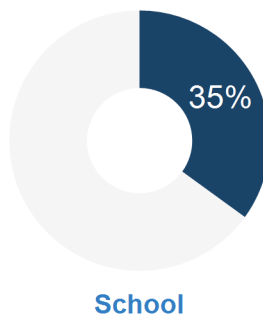
Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	452	5	0	0	0	0	1
10	591	68	0	0	0	0	58
11	452	72	0	0	0	0	49
12	167	14	0	0	0	0	56
Schoolwide	1662	159	0	0	0	0	164
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N
Earned Seal of Biliteracy	50	0	0	0	0	0	0

Visual and Performing Arts – Course Participation

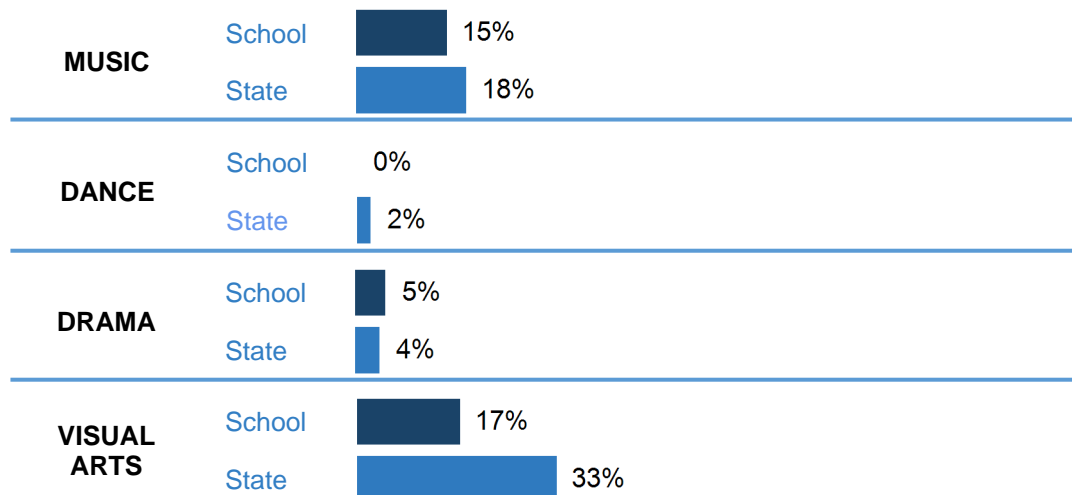
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

PASSAIC

PASSAIC CITY

170 PAULISON AVE.

PASSAIC, NJ 07055

This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	78.5%	90.5%	79.9%	91.8%	76.6%	79.1%	Not Met	81.1%	79.9%	Met Target
White	*	94.5%	62.5%	95.1%	75.0%	**	**	54.6%	N	N
Hispanic	79.9%	84.3%	80.1%	86.3%	76.4%	79.1%	Not Met	81.2%	79.8%	Met Target
Black or African American	71.2%	83.4%	76.5%	85.3%	73.1%	78.3%	Not Met	83.0%	78.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	78.6%	96.6%	94.7%	97.5%	94.7%	**	**	96.0%	N	Met Goal
American Indian or Alaska Native	*	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	N	91.9%	N	93.7%	N	N	N	N	N	N
Economically Disadvantaged Students	80.1%	83.9%	79.2%	85.6%	76.0%	78.7%	Not Met	81.6%	81.1%	Met Target
Students with Disabilities	64.2%	78.8%	81.4%	82.1%	83.2%	78.7%	Met Target	76.3%	82.8%	Not Met
English Learners	76.7%	76.1%	71.9%	79.7%	67.2%	75.8%	Not Met	81.6%	73.7%	Met Target
Homeless Students	*	73.2%	*	74.4%	*	*	N	N		

** ESSA accountability targets are only included if data is available for at least 20 students

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	78.5%	-
2016	76.6%	79.9%
2015	78.3%	81.1%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	2.8%	1.1%
2015-2016	2.3%	1.1%
2014-2015	1.6%	1.1%



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	47.3%	59.6%	40.4%
White	*	0%	*
Hispanic	46.5%	60.1%	39.9%
Black or African American	59.5%	54.6%	45.5%
Asian, Native Hawaiian, or Pacific Islander	54.6%	66.7%	33.3%
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	47.3%	59.6%	40.4%
Students with Disabilities	29%	90%	10%
English Learners	42.4%	60%	40%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	50%	66.3%	33.7%	85.4%	14.6%	95.1%	4.9%
White	*	*	*	*	*	*	*
Hispanic	49.5%	67.2%	32.8%	84.6%	15.4%	95%	5%
Black or African American	62.1%	77.8%	22.2%	88.9%	11.1%	94.4%	5.6%
Asian, Native Hawaiian, or Pacific Islander	52.9%	22.2%	77.8%	100%	0%	100%	0%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	50.1%	66.3%	33.7%	85.4%	14.6%	95.1%	4.9%
Students with Disabilities	38.3%	94.4%	5.6%	100%	0%	97.2%	2.8%
English Learners	38.6%	50%	50%	68.2%	31.8%	95.5%	4.6%



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

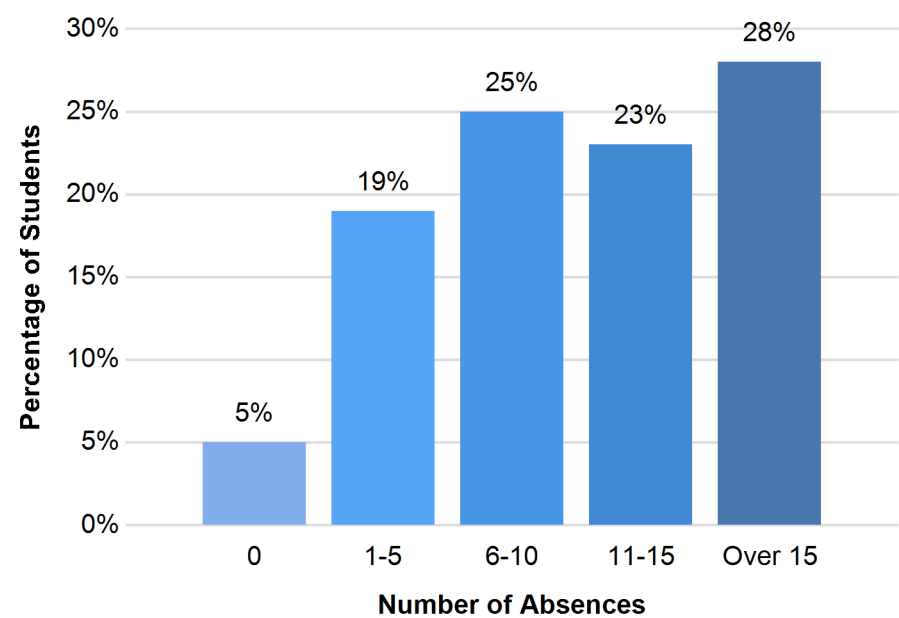
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	20.30	14.30	Not Met
White	20.40	14.30	Not Met
Hispanic	20.00	14.30	Not Met
Black or African American	31.30	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.50	14.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.30	14.30	Not Met
Students with Disabilities	27.40	14.30	Not Met
English Learners	19.60	14.30	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

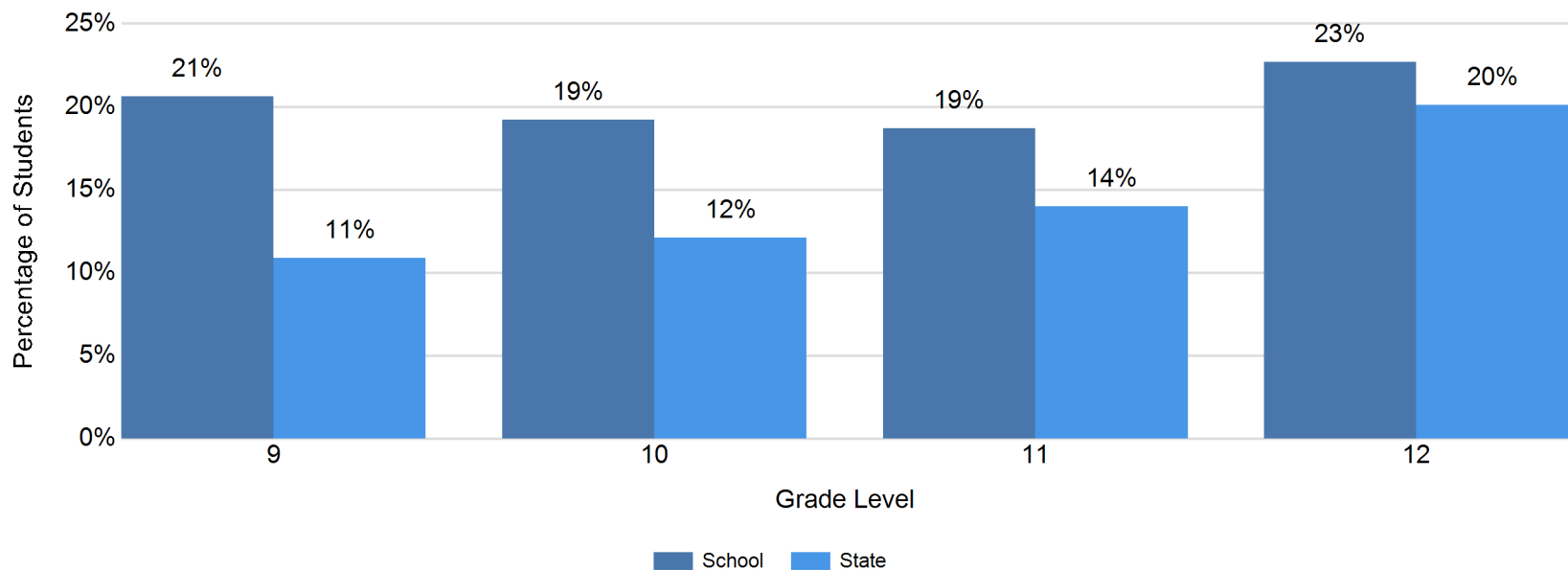
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
 PASSAIC
 PASSAIC CITY
 170 PAULISON AVE.
 PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	7:30AM
Typical End Time	2:30PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs. 44 Mins.
Shared Time - Instructional Time	4 Hrs. 0 Mins.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	57
Vandalism	4
Weapons	3
Substances	54
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	116
Incidents Per 100 Students Enrolled	3.76

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	9.2%
Out-of-School Suspensions	9.5%
Any Suspension	14.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

PASSAIC

PASSAIC CITY

170 PAULISON AVE.

PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	212	120,724
Average years experience in public schools	11.3	11.8
Average years experience in district	9.7	10.5
Teachers in district for 4 or more years	64%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	309:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

PASSAIC

PASSAIC CITY

170 PAULISON AVE.

PASSAIC, NJ 07055

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	94%



Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	9.4	17.5%
Mathematics Proficiency	13.0	17.5%
Graduation - 4-Year	11.0	25.0%
Graduation - 5-Year	8.2	25.0%
Chronic Absenteeism	21.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		12.0
Summative Rating: Percentile rank of Summative Score		8.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

PASSAIC

PASSAIC CITY

170 PAULISON AVE.

PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	12.0	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	Not Met	**	N	No
Hispanic	18.2	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Black or African American	15.5	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	13.9	6.2	No	Not Met	Met Target†	Met Target	**	Met Goal	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	N	N	No
Economically Disadvantaged Students	22.5	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	28.2	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
English Learners	42.8	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Passaic High School # 12
2016-2017
Grade Span 09-12




31-3970-050
 PASSAIC
 PASSAIC CITY
 170 PAULISON AVE.
 PASSAIC, NJ 07055

School General Info

Principal:	Mr. Velez	Email Address:	fvelez@passaicschools.org
Address:	170 PAULISON AVE. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5600	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Science curricula were revised to reflect the Next Generation of Science Standards. • PHS was a recipient of the Building Capacity for Career Pathways Grant. One of five grants awarded by the NJDOE. • Passaic High School offers 21 different Advanced Placement courses.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>
 Awards, Recognition, Accomplishments:	<p>The Passaic High School Band placed first among bands their size at states, second at the New England Regional Championship and third at US Bands nationals. The AERO (Aeronautic Engineering for Remote Operations) grant was awarded to Passaic High School. The grant awards Passaic High School with over \$275,000 to advance student exposure to specialized aeronautics engineering. Passaic High School also continues to expand the Advancement Via Individual Determination (AVID) program.</p>



Passaic High School # 12

2016-2017

Grade Span 09-12

31-3970-050

PASSAIC

PASSAIC CITY

170 PAULISON AVE.

PASSAIC, NJ 07055

School Narrative

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



Courses, Curriculum, Instruction:

In addition to our regular efforts around the development of common assessments to monitor student progress and inform both curriculum development and instruction, Passaic High School has partnered with the City of Passaic and Passaic County Community College to receive funding and support from the National Resource Network to build the High School Pathways programming.



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cross-Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Co-ed)

Passaic High School is proud of developing and supporting student athletes throughout the district. Our teams are led by coaches committed to athletic development and building strong sports programs. The district has invested in state of the art facilities, offering renovated locker rooms, weight rooms, and fields. As a result, our athletes and teams are regularly competing in regional and state finals.



Clubs and Activities:

Passaic High School offers over 25 clubs for students to join, such as Academic Bowl, Literary Magazine, African-American Club, Mock Trial, Bio-Ecology Club, Model Congress, Modern Dance, Chess Club, Choir, National Honor Society, Club India, Newspaper Club, LASO, Peer Mediation, DECA, Environmental Science, Future Business of Leaders of America, Future Teachers, Spanish Club, Hiking Club, Student Council, History Club, Technology, and Yearbook.



Before and After School Programs:

Passaic High School offers academic support programs outside of the regular school day that are both subject based and designed to assist students with state and national exams.







Passaic High School # 12
2016-2017
Grade Span 09-12

31-3970-050
PASSAIC
PASSAIC CITY
170 PAULISON AVE.
PASSAIC, NJ 07055

School Narrative

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

 Staff and Professional Learning:	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 Postsecondary Information:	<p>Passaic graduates are encouraged to prepare for college going success. The Class of 2017 was accepted to over 64 colleges, universities, and military branches. As home to one of the largest NJROTC programs in the state, many of our students pursue careers in the Navy. Students were accepted to universities such as: Brown, Carnegie Mellon, Columbia, Cornell, Harvard, Northwestern, and Yale.</p>
 Student Supports and Services:	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 Parent and Community Involvement:	<p>At Passaic High School, the parent and community support and contribute to our learning. Through guest speakers, opportunities to visit local government officials, and family learning events, our school strives to learn together.</p>



School # 16
2016-2017


Grade Span PK-KG

31-3970-180
PASSAIC
PASSAIC CITY
657 MAIN AV.
4TH FLOOR
PASSAIC, NJ 07055

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- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
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School # 16

2016-2017

Grade Span PK-KG

31-3970-180
PASSAIC
PASSAIC CITY
657 MAIN AV.
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PASSAIC, NJ 07055

Footnotes

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School # 16
2016-2017

Grade Span PK-KG

31-3970-180
PASSAIC
PASSAIC CITY
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PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	172	352	356
KG	209	210	186
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	3	1
Total	381	565	543

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	386	352	356
KG - Half Day	0	0	0
KG - Full Day	222	210	186

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	49%
Male	53%	52%	51%
Economically Disadvantaged Students	100%	98%	100%
Students with Disabilities	7%	5%	4%
English Learners	1%	24%	19%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	95.9%
Black or African American	3.3%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	80.7%
English	18.8%
Other	0.6%



School # 16
2016-2017

Grade Span PK-KG

31-3970-180
PASSAIC
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657 MAIN AV.
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

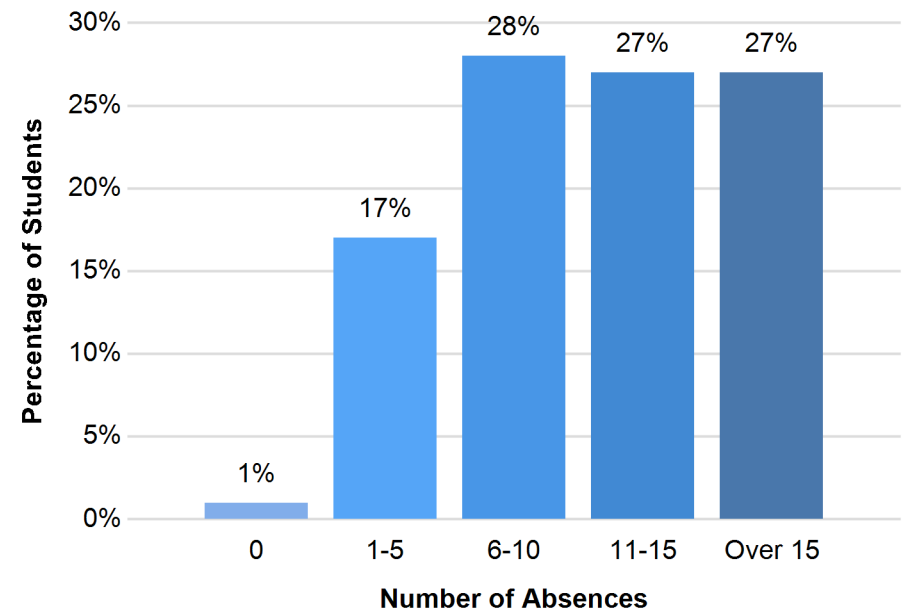
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.90	12.50	Not Met
White	N	**	**
Hispanic	19.20	12.50	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.90	12.50	Not Met
Students with Disabilities	N	**	**
English Learners	19.80	12.50	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





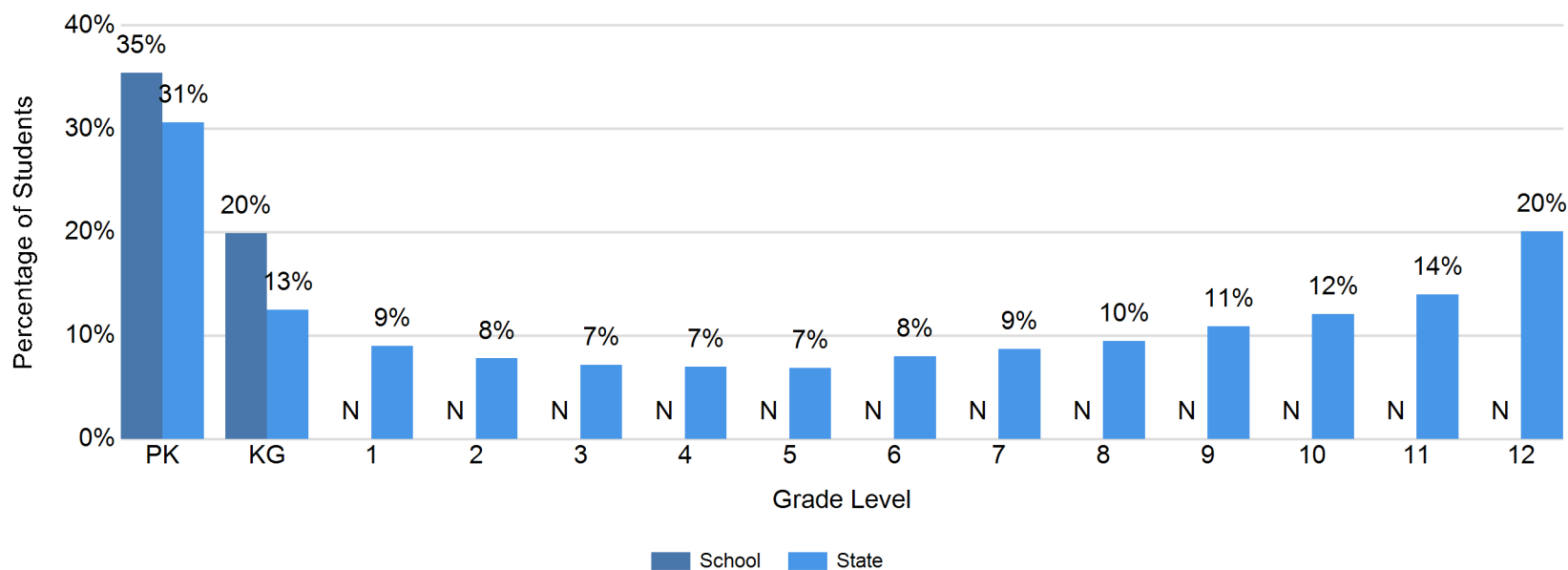
School # 16
2016-2017

Grade Span PK-KG

31-3970-180
PASSAIC
PASSAIC CITY
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





School # 16
2016-2017

Grade Span PK-KG

31-3970-180
PASSAIC
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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



School # 16

2016-2017

Grade Span PK-KG

31-3970-180
PASSAIC
PASSAIC CITY
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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	43	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	11.4	10.5
Teachers in district for 4 or more years	91%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	272:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1

School # 16
2016-2017

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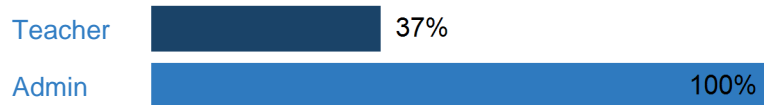
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



School # 16
2016-2017

Grade Span PK-KG



31-3970-180
PASSAIC
PASSAIC CITY
657 MAIN AV.
4TH FLOOR
PASSAIC, NJ 07055

School General Info

Principal:	Mr. Morales	Email Address:	emmorales@passaicschools.org
Address:	657 MAIN AV. 4TH FLOOR PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)591-1647	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Implementing Teacher Strategies Gold to better prepare kindergarten students for grade 1. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



School # 16
2016-2017

Grade Span PK-KG

31-3970-180
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Courses, Curriculum, Instruction:

School No. 16 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



Before and After School Programs:

Students at School No. 16 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.






**School # 16
2016-2017**

Grade Span PK-KG

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 <p>Staff and Professional Learning:</p>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <p>Student Supports and Services:</p>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <p>Parent and Community Involvement:</p>	<p>At School No. 16 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>



School # 17
2016-2017


Grade Span PK-01

31-3970-185
PASSAIC
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School # 17

2016-2017

Grade Span PK-01

31-3970-185
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**School # 17
2016-2017**

Grade Span PK-01

**31-3970-185
PASSAIC
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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	100	231	221
KG	173	151	165
1	189	183	156
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	3	1
Total	462	568	543

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	237	231	221
KG - Half Day	0	0	0
KG - Full Day	208	151	165

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	48%	49%
Male	49%	52%	51%
Economically Disadvantaged Students	100%	96%	100%
Students with Disabilities	8%	6%	6%
English Learners	26%	35%	40%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	96.7%
Black or African American	2.6%
Asian	0.7%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
<i>Two or More Races</i>	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	82.3%
English	17.3%
<i>Other</i>	0.4%



School # 17
2016-2017

Grade Span PK-01

31-3970-185
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

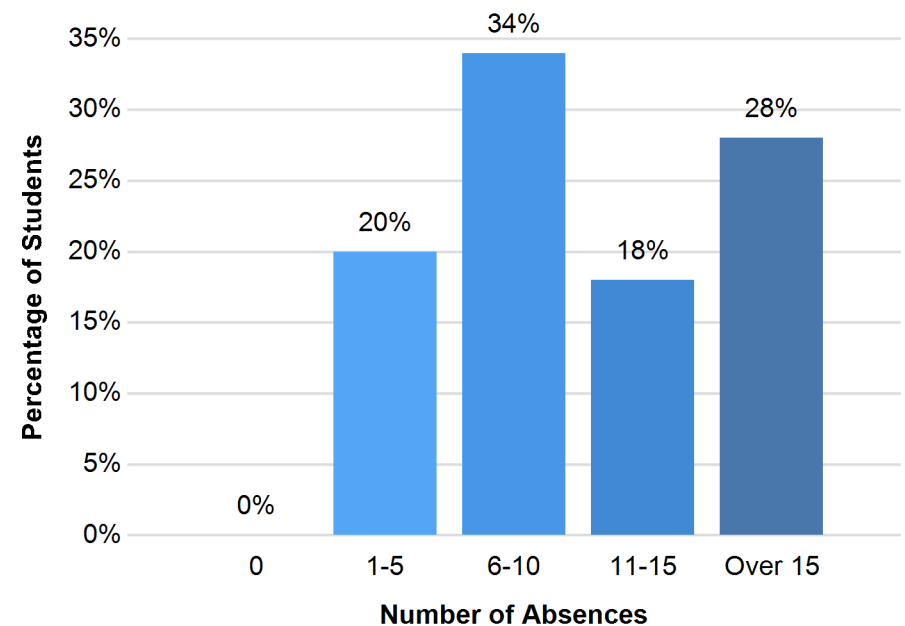
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.00	10.80	Not Met
White	N	**	**
Hispanic	19.00	10.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	19.00	10.80	Not Met
Students with Disabilities	40.00	10.80	Not Met
English Learners	16.40	10.80	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





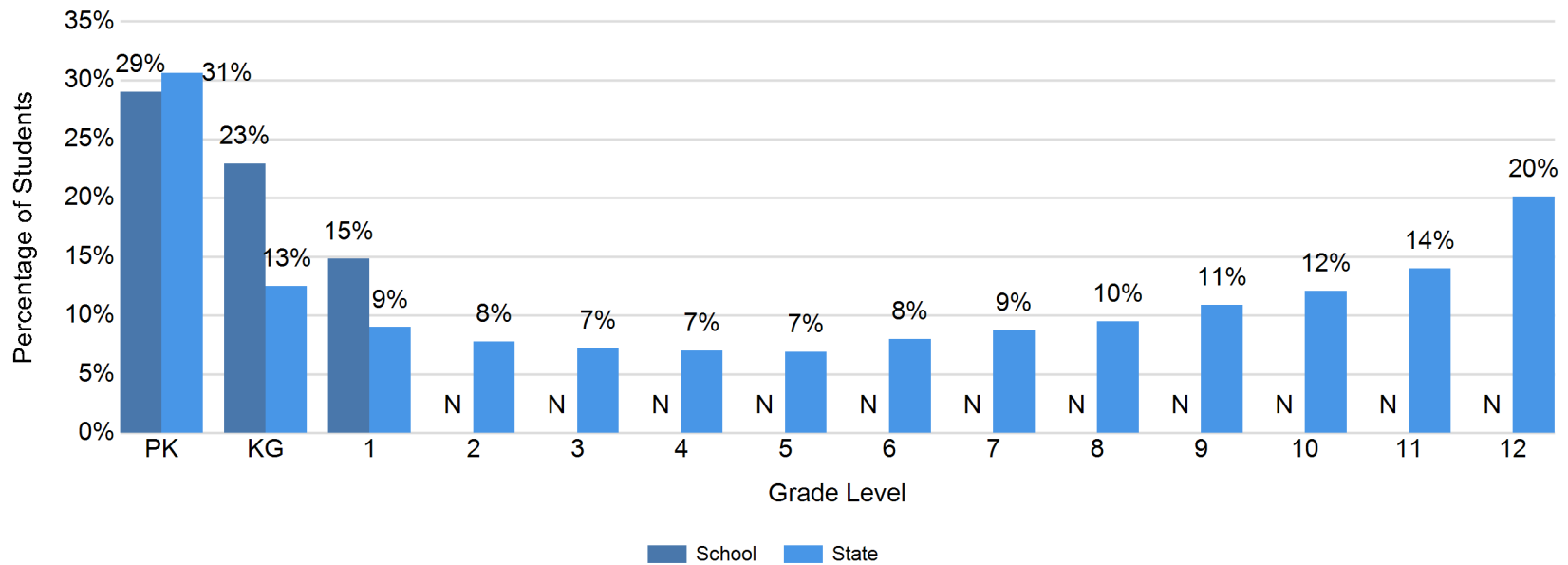
School # 17
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31-3970-185
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





School # 17
2016-2017

Grade Span PK-01

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School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.2%
Any Suspension	0.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



School # 17
2016-2017

Grade Span PK-01

31-3970-185
PASSAIC
PASSAIC CITY
95-99 DAYTON AVE.
PASSAIC, NJ 07055

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



School # 17
2016-2017

Grade Span PK-01

31-3970-185
PASSAIC
PASSAIC CITY
95-99 DAYTON AVE.
PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	40	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	10.3	10.5
Teachers in district for 4 or more years	83%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	272:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



School # 17
2016-2017

Grade Span PK-01



31-3970-185
PASSAIC
PASSAIC CITY
95-99 DAYTON AVE.
PASSAIC, NJ 07055

School General Info

Address:	95-99 DAYTON AVE. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)591-8542	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Implementing Teacher Strategies Gold to better prepare kindergarten students for grade 1. • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics.
 Mission, Vision, Theme:	<p>Mission: Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



School # 17
2016-2017

Grade Span PK-01

31-3970-185
PASSAIC
PASSAIC CITY
95-99 DAYTON AVE.
PASSAIC, NJ 07055

School Narrative

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



Courses, Curriculum, Instruction:

School #17 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



Before and After School Programs:

Students at School #17 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.



School # 17
2016-2017

Grade Span PK-01

31-3970-185
PASSAIC
PASSAIC CITY
95-99 DAYTON AVE.
PASSAIC, NJ 07055

School Narrative

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



Staff and Professional Learning:

Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.



Student Supports and Services:

Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.



Parent and Community Involvement:

At School #17 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



School # 5

2016-2017

Grade Span KG-06

31-3970-097

PASSAIC

PASSAIC CITY

168 MONROE ST.

PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	51	51	48
1	66	44	49
2	61	57	34
3	53	50	51
4	37	47	49
5	48	29	47
6	50	39	29
Ungraded	11	40	41
Total	377	357	348

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	47%	49%
Male	53%	53%	51%
Economically Disadvantaged Students	100%	99%	100%
Students with Disabilities	23%	24%	22%
English Learners	47%	45%	38%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	94.5%
Black or African American	4.9%
Native Hawaiian or Pacific Islander	0.3%
White	0.3%
American Indian or Alaska Native	0.0%
Asian	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	55	51	48

Enrollment by Home Language

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

Home Language	% of Students
Spanish	85.3%
English	14.4%
Other	0.3%



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	205	99.0	21.00	28.80	54.90	21	19	Met Target
White	*	*	*	44.30	63.90	N	**	**
Hispanic	194	99.0	21.10	28.20	39.80	21.1	18	Met Target
Black or African American	10	100.0	20.00	25.60	35.20	20	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	99	100.0	22.20	34.40	62.20	22.2		
Male	106	98.2	19.80	23.50	48.10	19.8		
Economically Disadvantaged Students	*	*	*	*	36.20	*	19	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	56	100.0	*	*	20.50	*	9.4	Met Target†
Students without Disabilities	149	98.7	*	*	61.90	*		
English Learners	133	100.0	21.10	*	25.20	21.1	16.6	Met Target
Non-English Learners	72	97.3	20.80	*	57.40	20.8		
Homeless Students	N	N	N	37.50	26.40	N		
Students In Foster Care	N	N	N	45.50	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	713	721	749	40%	24%	20%	*	*	16%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	51	713	721	734	39%	26%	22%	*	*	14%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	24	722	726	754	*	*	*	*	0%	17%	55%
Male	31	707	717	745	*	*	*	*	0%	16%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	12	679	684	720	*	*	*	*	*	*	24%
Students without Disabilities	43	723	727	755	*	*	*	*	*	*	55%
English Learners	24	708	698	709	42%	*	*	*	0%	13%	11%
Non-English Learners	31	717	737	752	39%	*	*	*	0%	19%	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	719	731	753	26%	26%	35%	*	*	12%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	56	718	730	740	27%	27%	34%	*	*	13%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	29	723	734	758	*	*	*	*	0%	14%	61%
Male	28	715	728	749	*	*	*	*	0%	11%	51%
Economically Disadvantaged Students	57	719	731	737	26%	26%	35%	*	*	12%	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	14	692	*	725	*	*	*	*	*	*	25%
Students without Disabilities	43	727	*	759	*	*	*	*	*	*	62%
English Learners	16	696	*	711	*	*	*	*	*	*	10%
Non-English Learners	41	728	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	731	731	756	23%	*	41%	25%	*	25%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	53	732	731	743	23%	*	40%	26%	*	26%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	29	738	738	761	*	*	45%	*	0%	31%	66%
Male	27	724	725	750	*	*	37%	*	0%	19%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	18	701	701	725	*	*	*	*	*	*	22%
Students without Disabilities	38	746	736	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

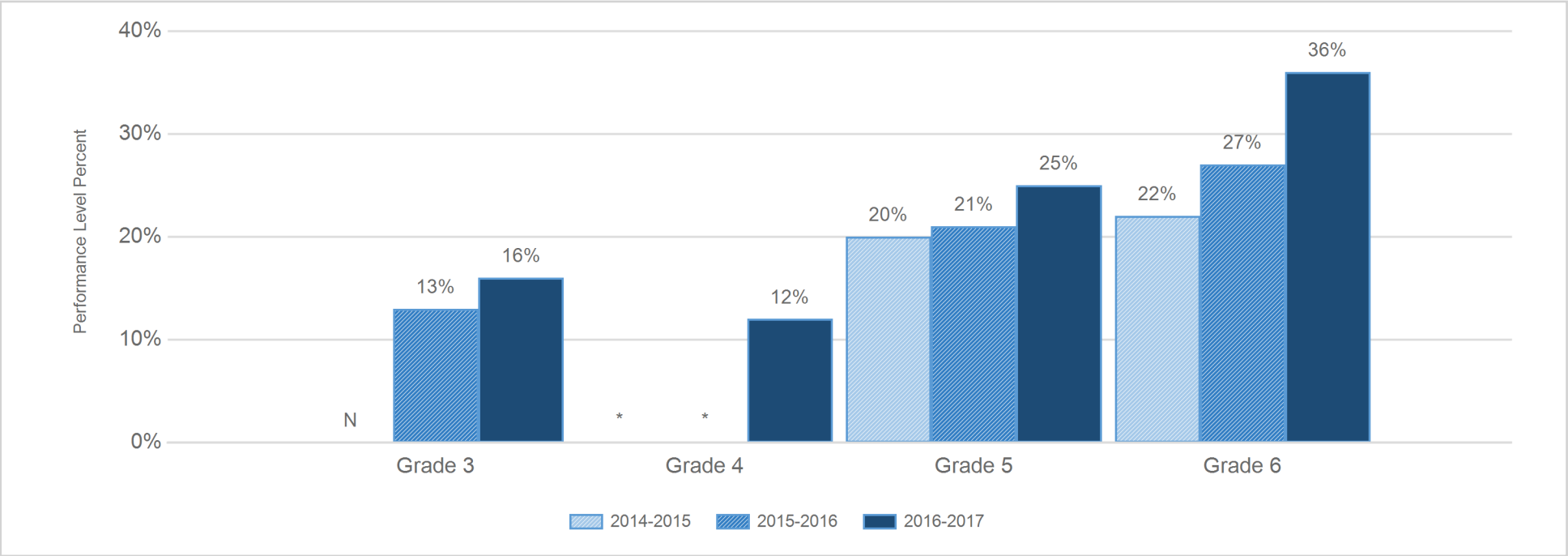
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	31	742	733	752	*	*	45%	32%	*	36%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	29	746	733	740	*	*	48%	35%	*	38%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	15	743	738	758	*	*	*	*	*	33%	61%
Male	16	742	728	746	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	31	742	*	737	*	*	45%	32%	*	36%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	208	99.1	17.30	22.10	43.50	17.3	18.5	Met Target†
White	*	*	*	27.00	52.40	N	**	**
Hispanic	197	99.0	17.20	*	27.60	17.2	18	Met Target†
Black or African American	10	100.0	10.00	13.10	21.70	10	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	102	100.0	16.70	*	44.10	16.7		
Male	106	98.2	17.90	*	42.90	17.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	18.5	Met Target†
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	56	100.0	10.70	*	16.50	10.7	16.5	Met Target†
Students without Disabilities	152	98.7	19.70	*	48.80	19.7		
English Learners	136	100.0	16.10	*	23.30	16.1	14.3	Met Target
Non-English Learners	72	97.3	19.50	*	45.20	19.5		
Homeless Students	N	N	N	29.20	16.40	N		
Students In Foster Care	N	N	N	27.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	720	730	751	29%	29%	29%	*	*	13%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	51	722	730	738	28%	29%	29%	*	*	14%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	24	725	732	751	*	*	*	*	*	13%	52%
Male	31	716	728	751	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	12	696	707	729	*	*	*	*	*	*	29%
Students without Disabilities	43	727	733	755	*	*	*	*	*	*	57%
English Learners	24	718	717	724	*	*	*	*	*	*	21%
Non-English Learners	31	722	739	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	711	730	747	*	*	*	*	*	*	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	57	712	730	734	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	30	708	730	747	*	*	*	*	*	*	47%
Male	28	715	730	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	58	711	730	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	14	699	*	724	*	*	*	*	*	*	22%
Students without Disabilities	44	715	*	751	*	*	*	*	*	*	52%
English Learners	17	698	*	716	*	*	*	*	*	*	12%
Non-English Learners	41	717	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



School # 5
2016-2017

Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	721	730	747	21%	35%	30%	*	*	14%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	54	720	730	735	22%	33%	32%	*	*	13%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	30	723	732	747	*	*	*	*	0%	10%	47%
Male	27	719	728	746	*	*	*	*	0%	19%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	18	705	715	725	*	*	*	*	*	*	19%
Students without Disabilities	39	728	732	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 6**

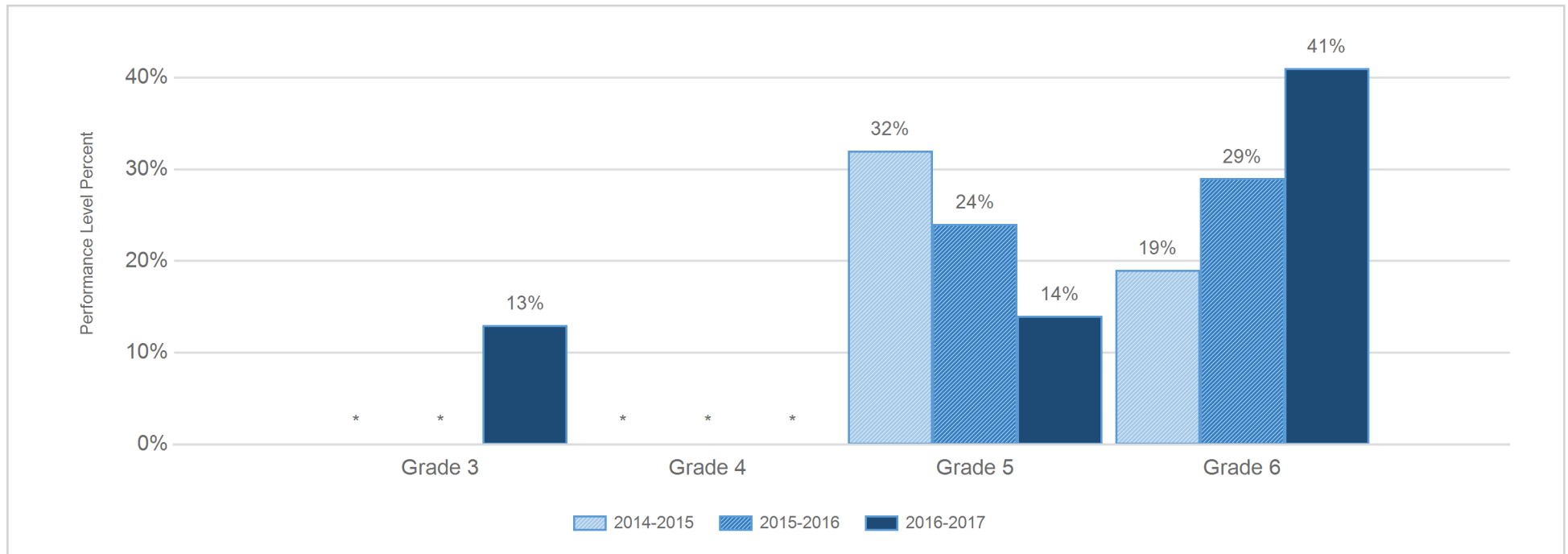
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	32	740	731	743	*	*	31%	38%	*	41%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	30	743	731	731	*	*	33%	40%	*	43%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	16	735	732	745	*	*	*	*	*	44%	45%
Male	16	745	730	742	*	*	*	*	*	38%	43%
Economically Disadvantaged Students	32	740	731	728	*	*	31%	38%	*	41%	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	*	*	*
2	10	*	*
3	12	*	*
4	65	*	*
5+	33	*	*



School # 5
2016-2017
Grade Span KG-06

31-3970-097
 PASSAIC
 PASSAIC CITY
 168 MONROE ST.
 PASSAIC, NJ 07055

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

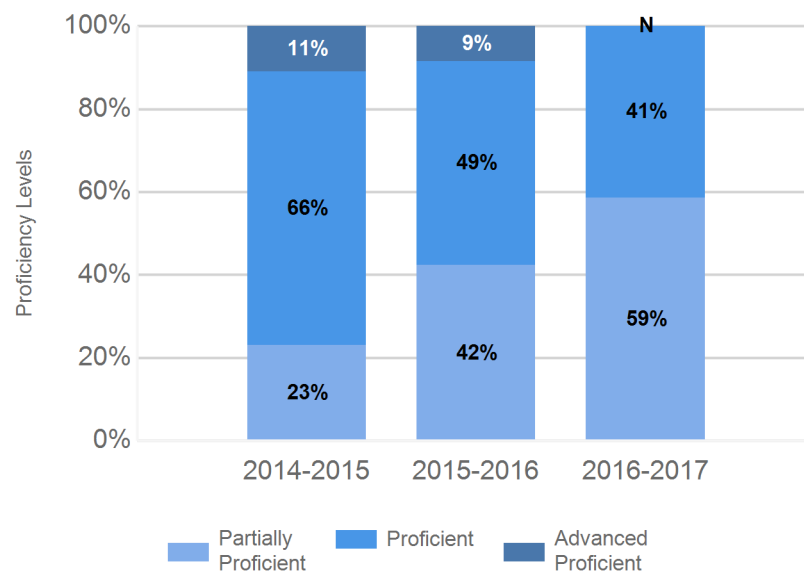
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	N	41%	59%
White	N	N	N
Hispanic	N	42%	*
Black or African American	N	N	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	N	41%	59%
Students with Disabilities	N	33%	67%
English Learners	N	20%	80%

NJASK Science Assessment Performance Trends: Grade 4

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





School # 5
2016-2017
Grade Span KG-06

31-3970-097
 PASSAIC
 PASSAIC CITY
 168 MONROE ST.
 PASSAIC, NJ 07055

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	63	52	50	Exceeds Target	48	48	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	*	*	49	Exceeds Target	*	*	47	Met Target
Black or African American	*	43	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	63	52	47	Exceeds Target	48.5	48	46	Met Target
Students with Disabilities	44	38	41	Met Target	47	*	43	Met Target
English Learners	63	53	53	Exceeds Target	49	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

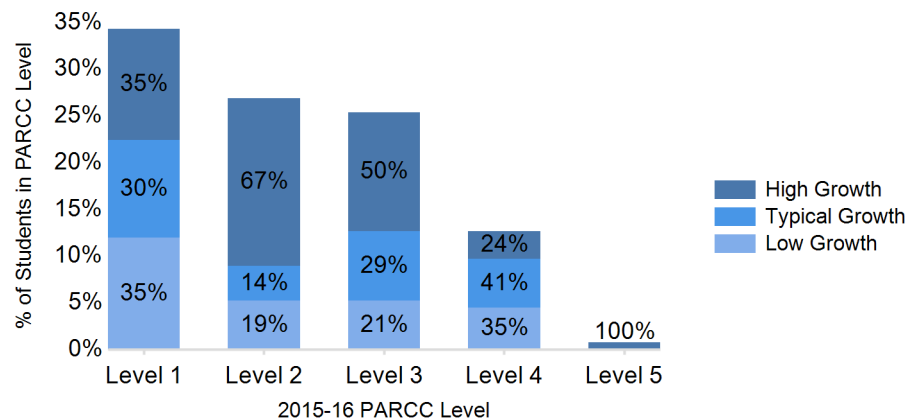
Typical Growth: Between 35 and 65

High Growth: Greater than 65

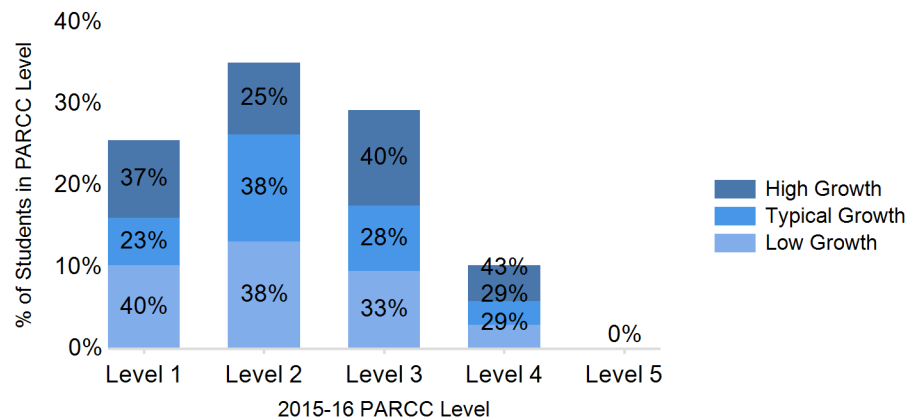
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



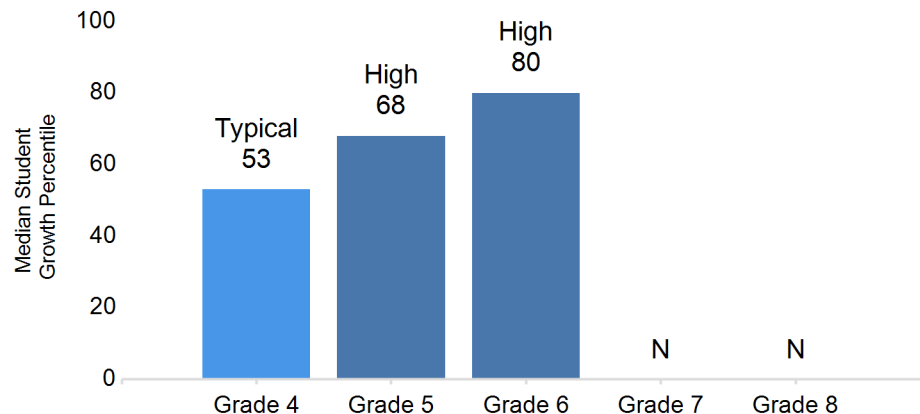
MATH



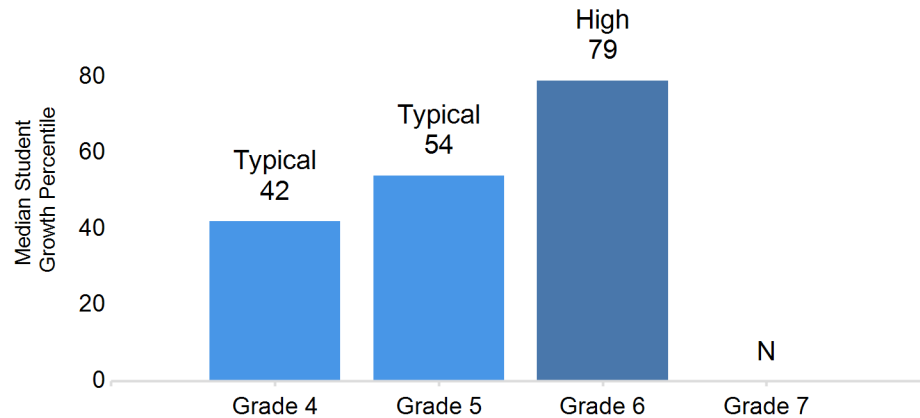
Student Growth by Grade

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

ELA



Math





School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

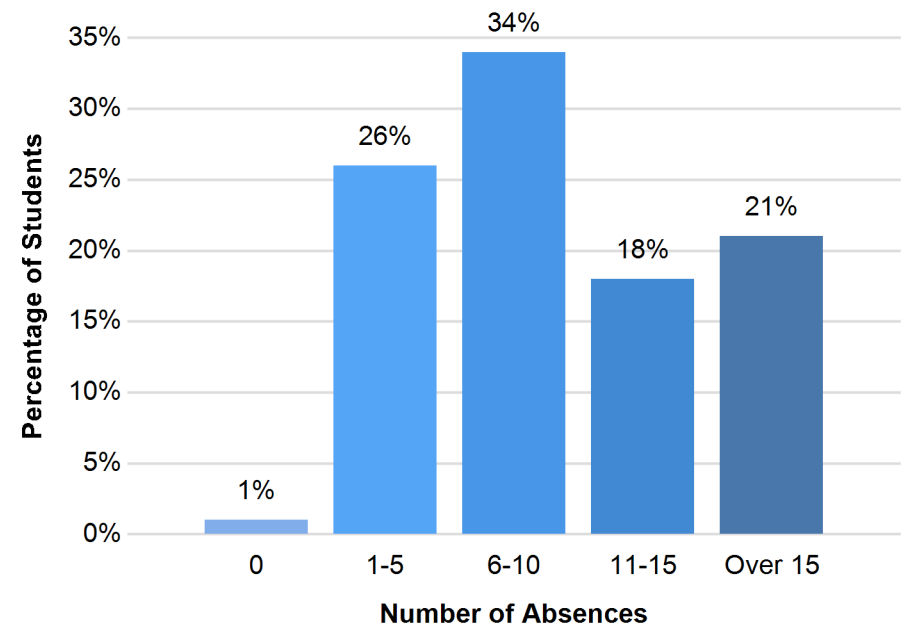
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.30	8.30	Not Met
White	N	**	**
Hispanic	13.30	8.30	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.30	8.30	Not Met
Students with Disabilities	24.70	8.30	Not Met
English Learners	9.90	8.30	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

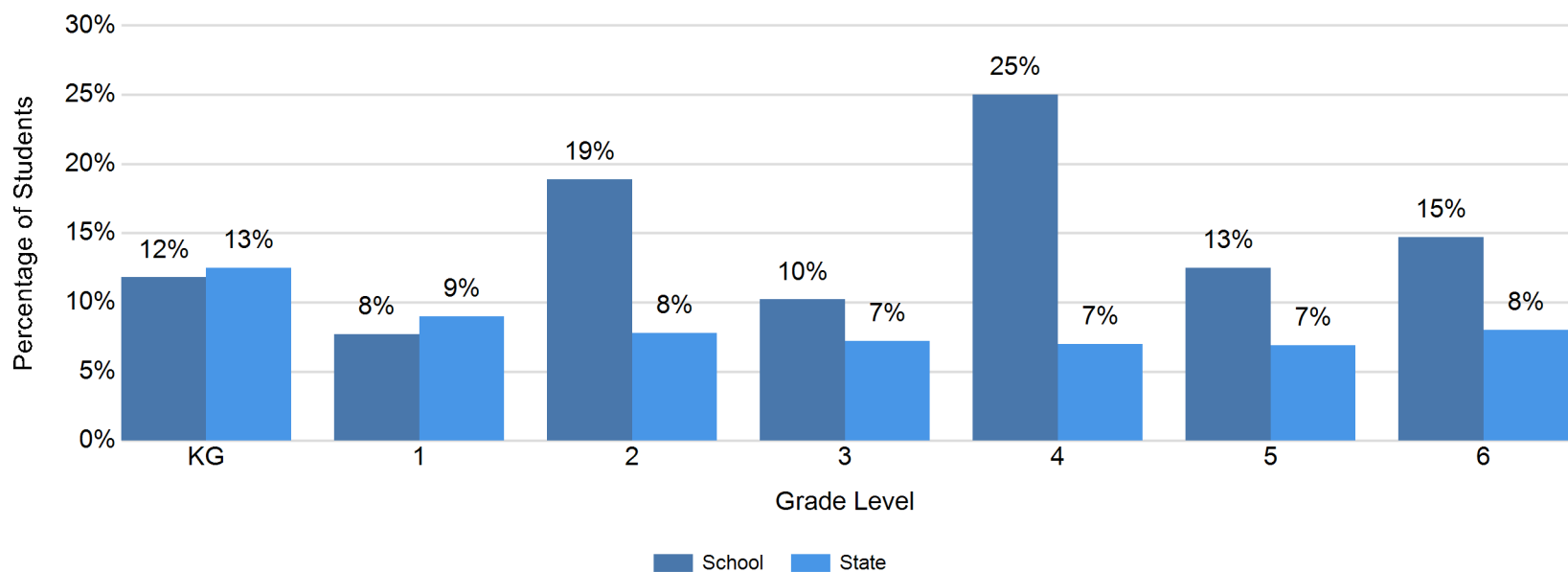
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.57

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.1%
Any Suspension	1.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



School # 5

2016-2017

Grade Span KG-06

31-3970-097

PASSAIC

PASSAIC CITY

168 MONROE ST.

PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	35	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	12.3	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	10:1	14:1
Administrators	348:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



School # 5
2016-2017
Grade Span KG-06

31-3970-097
 PASSAIC
 PASSAIC CITY
 168 MONROE ST.
 PASSAIC, NJ 07055

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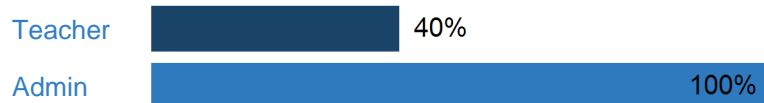
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	6.5	17.5%
Mathematics Proficiency	10.1	17.5%
English Language Arts Growth	87.4	25.0%
Mathematics Growth	46.4	25.0%
Chronic Absenteeism	13.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		38.4
Summative Rating: Percentile rank of Summative Score		31.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	38.4	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	42.5	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Black or African American	**	**	No	**	**	**	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	46.4	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Students with Disabilities	39.2	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
English Learners	48.8	11.9	No	Met Target	Met Target	Not Met	Exceeds Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055

School General Info

Principal:	Ms. Portelli	Email Address:	sportelli@passaicschools.org
Address:	168 MONROE ST. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)591-6747	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

Highlights:	<ul style="list-style-type: none"> • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics. • Provided students with an after school academic support program in English/Language Arts and Mathematics.
Mission, Vision, Theme:	<p>Mission: Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>





School # 5
2016-2017
Grade Span KG-06

31-3970-097
PASSAIC
PASSAIC CITY
168 MONROE ST.
PASSAIC, NJ 07055




School Narrative

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

 <div>Courses, Curriculum, Instruction:</div>	School No. 5 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.
 <div>Before and After School Programs:</div>	Passaic Public Schools students have opportunities to learn beyond the regular school day and year. Learning starts before the bell with Morning Study Hall and continues with After School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.

School Narrative

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

 <div>Staff and Professional Learning:</div>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <div>Student Supports and Services:</div>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <div>Parent and Community Involvement:</div>	<p>At School No. 5 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Theodore Roosevelt School # 10

2016-2017

Grade Span PK-06

31-3970-130

PASSAIC

PASSAIC CITY

151 HARRISON ST.

PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	28
KG	0	0	0
1	0	0	0
2	177	154	150
3	167	145	144
4	170	142	138
5	144	133	129
6	134	124	127
Ungraded	5	25	34
Total	797	723	750

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	47%	45%	48%
Male	53%	55%	52%
Economically Disadvantaged Students	100%	98%	100%
Students with Disabilities	10%	16%	13%
English Learners	45%	37%	29%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	95.3%
Black or African American	4.0%
Asian	0.4%
White	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	28
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
Spanish	84.4%
English	15.5%
Other	0.1%



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	552	99.3	23.90	28.80	54.90	23.9	21.8	Met Target
White	*	*	*	44.30	63.90	N	**	**
Hispanic	525	99.3	24.00	28.20	39.80	24	21.3	Met Target
Black or African American	24	100.0	20.80	25.60	35.20	20.8	34	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	259	98.9	32.40	34.40	62.20	32.4		
Male	293	99.7	16.40	23.50	48.10	16.4		
Economically Disadvantaged Students	552	99.5	23.90	28.80	36.20	23.9	21.8	Met Target
Non-Economically Disadvantaged Students	N	N	N	14.70	65.80	N		
Students with Disabilities	85	96.6	*	*	20.50	*	8.4	Met Target†
Students without Disabilities	467	99.8	*	*	61.90	*		
English Learners	353	99.4	18.90	*	25.20	18.9	17.1	Met Target
Non-English Learners	199	99.0	32.70	*	57.40	32.7		
Homeless Students	N	N	N	37.50	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	146	718	721	749	35%	24%	*	21%	*	21%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	136	718	721	734	35%	24%	*	21%	*	21%	35%
Black or African American	10	709	717	731	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	81	725	726	754	27%	24%	*	*	*	28%	55%
Male	65	708	717	745	45%	25%	*	*	*	12%	46%
Economically Disadvantaged Students	146	718	721	731	35%	24%	*	21%	*	21%	31%
Non-Economically Disadvantaged Students	N	N	N	762	N	N	N	N	N	N	63%
Students with Disabilities	18	689	684	720	*	*	*	*	*	*	24%
Students without Disabilities	128	722	727	755	*	*	*	*	*	*	55%
English Learners	57	693	698	709	*	*	*	*	*	*	11%
Non-English Learners	89	734	737	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	727	731	753	*	24%	27%	27%	*	28%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	128	726	730	740	*	23%	27%	27%	*	27%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	64	732	734	758	16%	*	23%	*	*	34%	61%
Male	72	723	728	749	28%	*	29%	*	*	22%	51%
Economically Disadvantaged Students	136	727	731	737	*	24%	27%	27%	*	28%	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	20	695	*	725	*	*	*	*	*	*	25%
Students without Disabilities	116	733	*	759	*	*	*	*	*	*	62%
English Learners	35	695	*	711	*	*	*	*	*	*	10%
Non-English Learners	101	738	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	729	731	756	*	23%	26%	28%	*	30%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	132	729	731	743	*	24%	24%	28%	*	30%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	63	742	738	761	*	18%	32%	35%	*	40%	66%
Male	74	719	725	750	*	27%	20%	22%	*	22%	53%
Economically Disadvantaged Students	137	729	731	740	*	23%	26%	28%	*	30%	40%
Non-Economically Disadvantaged Students	N	N	N	765	N	N	N	N	N	N	71%
Students with Disabilities	20	692	701	725	*	*	*	*	*	*	22%
Students without Disabilities	117	736	736	762	*	*	*	*	*	*	66%
English Learners	25	706	700	710	*	*	*	*	*	*	12%
Non-English Learners	112	735	737	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
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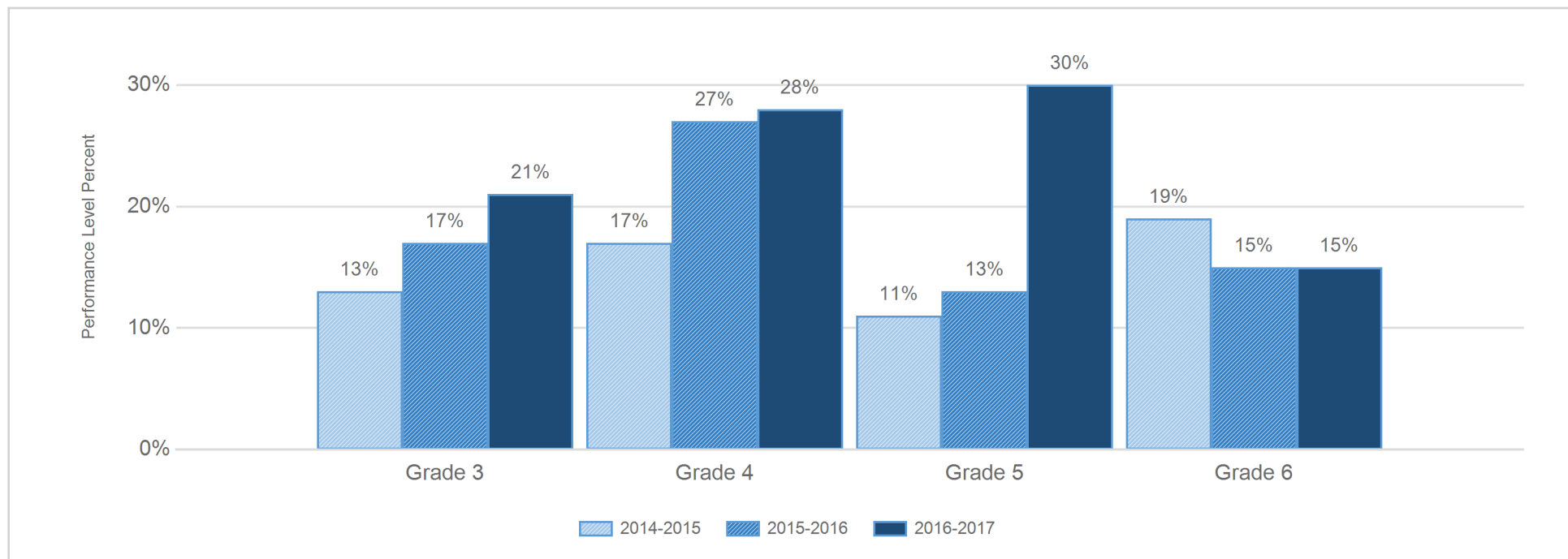
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	723	733	752	21%	34%	31%	15%	0%	15%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	131	723	733	740	20%	34%	31%	15%	0%	15%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	52	732	738	758	*	*	*	*	*	*	61%
Male	82	716	728	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	134	723	*	737	21%	34%	31%	15%	0%	15%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	21	696	711	722	*	*	*	*	*	*	17%
Students without Disabilities	113	727	737	758	*	*	*	*	*	*	61%
English Learners	11	692	708	710	*	*	*	*	*	*	*
Non-English Learners	123	725	736	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
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151 HARRISON ST.
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	564	99.3	22.50	22.10	43.50	22.5	27	Not Met
White	*	*	*	27.00	52.40	N	**	**
Hispanic	537	99.3	22.70	*	27.60	22.7	26.9	Not Met
Black or African American	24	100.0	16.70	13.10	21.70	16.7	29	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	265	98.9	29.00	*	44.10	29		
Male	299	99.7	16.70	*	42.90	16.7		
Economically Disadvantaged Students	564	99.5	22.50	*	25.10	22.5	27	Not Met
Non-Economically Disadvantaged Students	N	N	N	*	54.30	N		
Students with Disabilities	85	96.6	*	*	16.50	*	11.9	Met Target†
Students without Disabilities	479	99.8	*	*	48.80	*		
English Learners	365	99.5	21.10	*	23.30	21.1	24.7	Not Met
Non-English Learners	199	99.0	25.10	*	45.20	25.1		
Homeless Students	N	N	N	29.20	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	149	724	730	751	20%	29%	32%	*	*	19%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	139	726	730	738	*	30%	32%	*	*	19%	37%
Black or African American	10	706	722	733	*	*	*	0%	*	10%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	82	727	732	751	21%	24%	33%	*	*	22%	52%
Male	67	721	728	751	19%	34%	31%	*	*	15%	53%
Economically Disadvantaged Students	149	724	730	736	20%	29%	32%	*	*	19%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	18	707	707	729	*	*	*	*	*	17%	29%
Students without Disabilities	131	727	733	755	*	*	*	*	*	19%	57%
English Learners	60	714	717	724	*	30%	25%	*	*	12%	21%
Non-English Learners	89	731	739	753	*	28%	37%	*	*	24%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	724	730	747	21%	27%	33%	19%	0%	19%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	134	723	730	734	22%	27%	33%	19%	0%	19%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	67	725	730	747	24%	21%	30%	25%	0%	25%	47%
Male	75	722	730	747	19%	32%	36%	13%	0%	13%	48%
Economically Disadvantaged Students	142	724	730	732	21%	27%	33%	19%	0%	19%	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	20	693	*	724	*	*	*	*	*	*	22%
Students without Disabilities	122	729	*	751	*	*	*	*	*	*	52%
English Learners	41	704	*	716	*	*	*	*	*	*	12%
Non-English Learners	101	732	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
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151 HARRISON ST.
PASSAIC, NJ 07055

Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	736	730	747	*	26%	27%	33%	*	36%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	136	736	730	735	*	26%	28%	33%	*	36%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	65	743	732	747	*	19%	28%	43%	*	46%	47%
Male	76	730	728	746	*	33%	26%	24%	*	26%	46%
Economically Disadvantaged Students	141	736	730	732	*	26%	27%	33%	*	36%	27%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	59%
Students with Disabilities	20	705	715	725	*	*	*	*	*	10%	19%
Students without Disabilities	121	741	732	751	*	*	*	*	*	40%	52%
English Learners	29	721	709	717	*	38%	35%	*	*	10%	12%
Non-English Learners	112	740	734	748	*	23%	25%	*	*	42%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

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Mathematics Assessment - Performance by Grade: Grade 6**

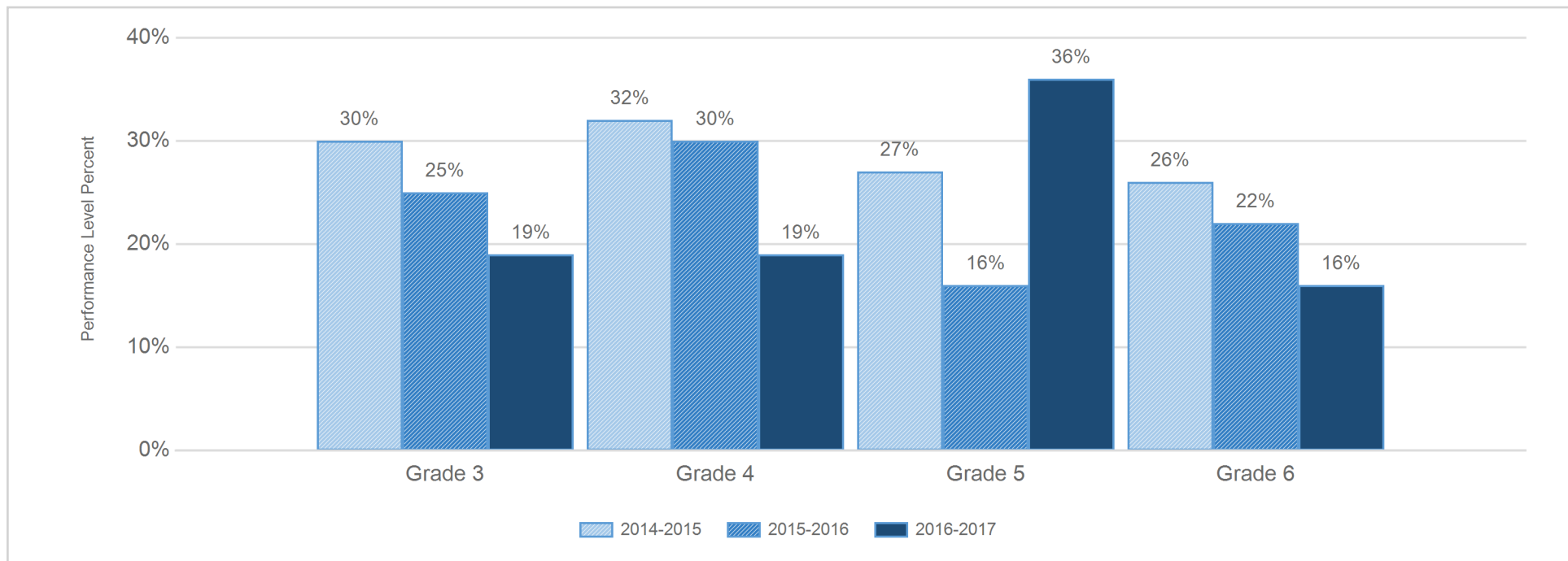
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	139	723	731	743	19%	33%	32%	16%	0%	16%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	136	723	731	731	18%	34%	33%	15%	0%	15%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	55	729	732	745	*	*	*	*	*	*	45%
Male	84	719	730	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	139	723	731	728	19%	33%	32%	16%	0%	16%	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	21	695	712	717	*	*	*	*	*	*	13%
Students without Disabilities	118	728	734	748	*	*	*	*	*	*	50%
English Learners	16	716	715	710	*	*	*	*	0%	13%	*
Non-English Learners	123	724	733	745	*	*	*	*	0%	16%	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
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151 HARRISON ST.
PASSAIC, NJ 07055

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	30	*	*
2	14	*	*
3	16	*	*
4	66	*	*
5+	85	*	*



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
 PASSAIC
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 PASSAIC, NJ 07055

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

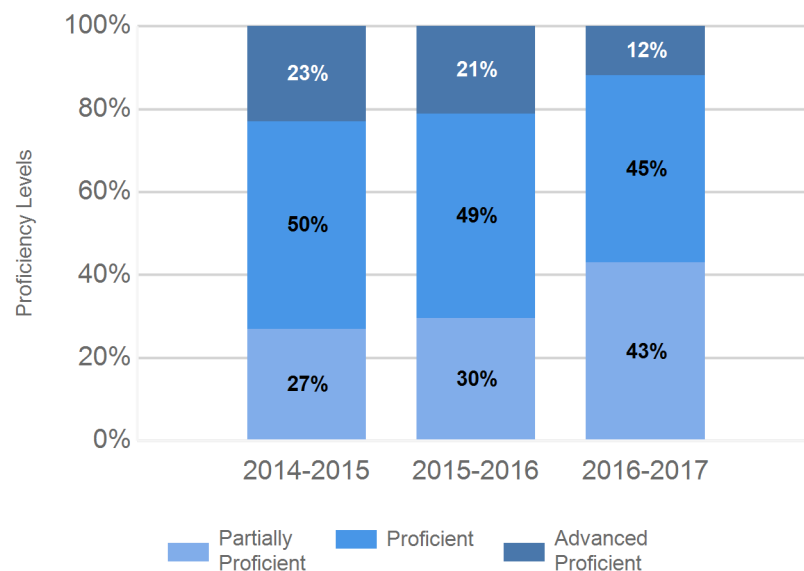
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	12%	45%	43%
White	N	N	N
Hispanic	*	45%	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	12%	45%	43%
Students with Disabilities	N	29%	71%
English Learners	N	18%	83%

NJASK Science Assessment Performance Trends: Grade 4

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





Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
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PASSAIC, NJ 07055

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45	52	50	Met Target	50	48	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	45.5	*	49	Met Target	51	*	47	Met Target
Black or African American	*	43	45	**	*	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	70	60	**	*	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	45	52	47	Met Target	50	48	46	Met Target
Students with Disabilities	34	38	41	Not Met	28	*	43	Not Met
English Learners	48.5	53	53	Met Target	52	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

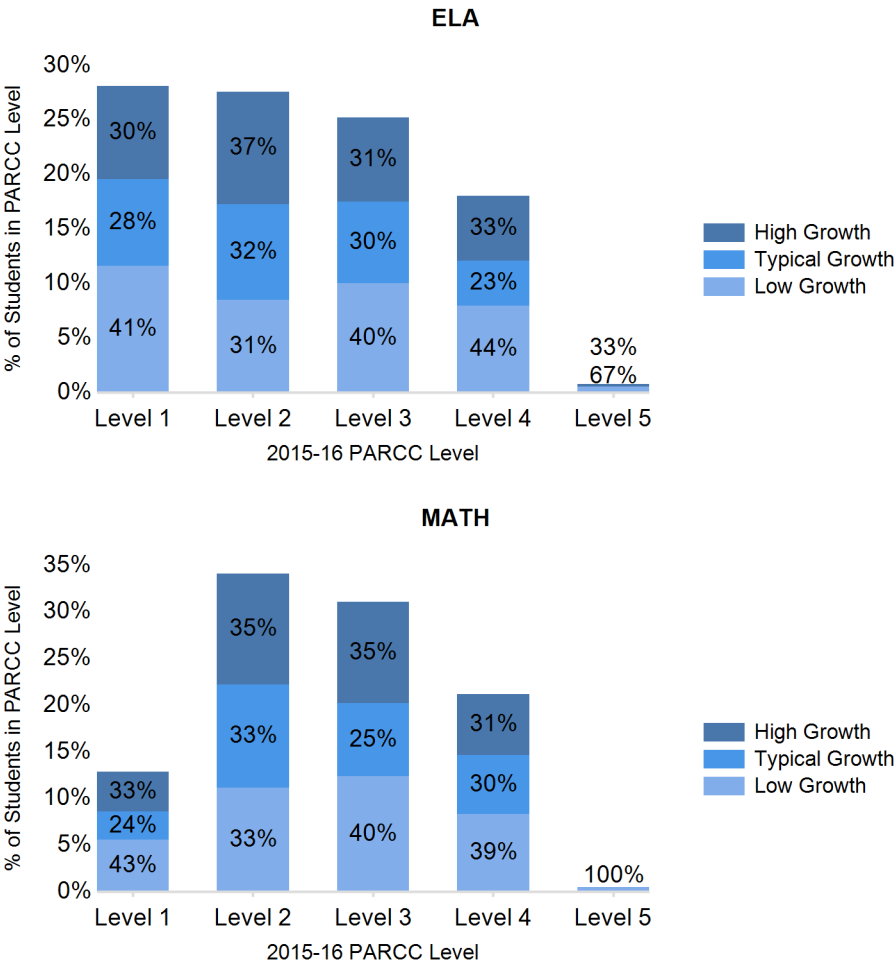
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

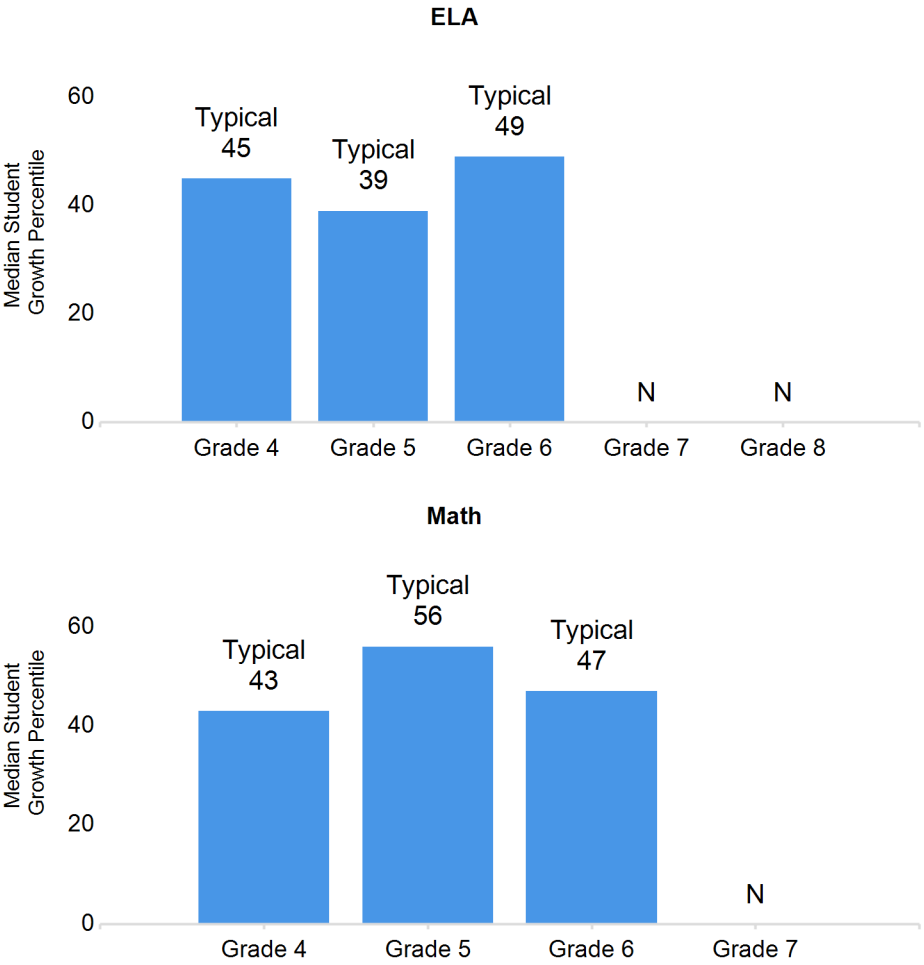
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
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151 HARRISON ST.
PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

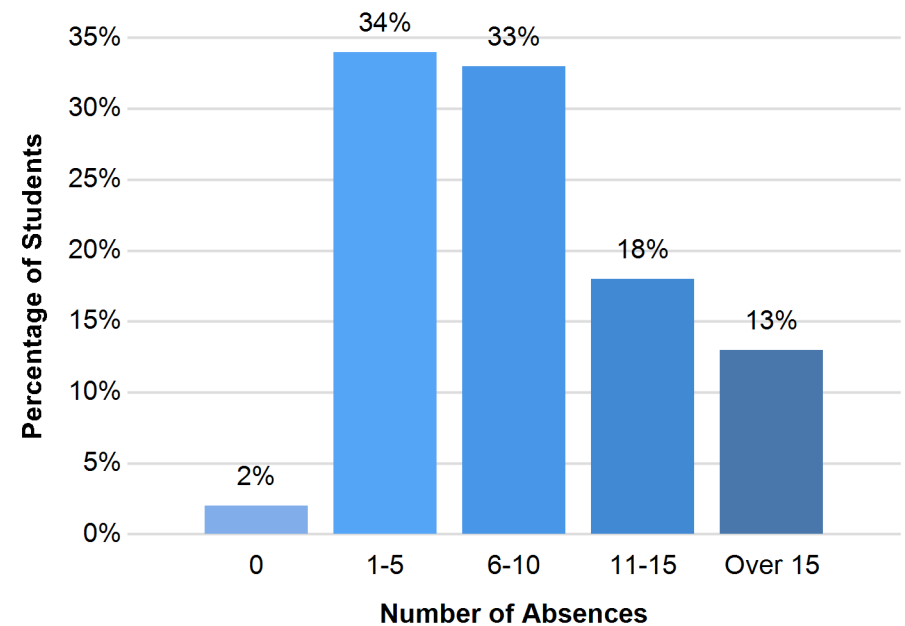
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.20	7.40	Not Met
White	N	**	**
Hispanic	8.50	7.40	Not Met
Black or African American	25.00	7.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	9.20	7.40	Not Met
Students with Disabilities	19.60	7.40	Not Met
English Learners	8.90	7.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

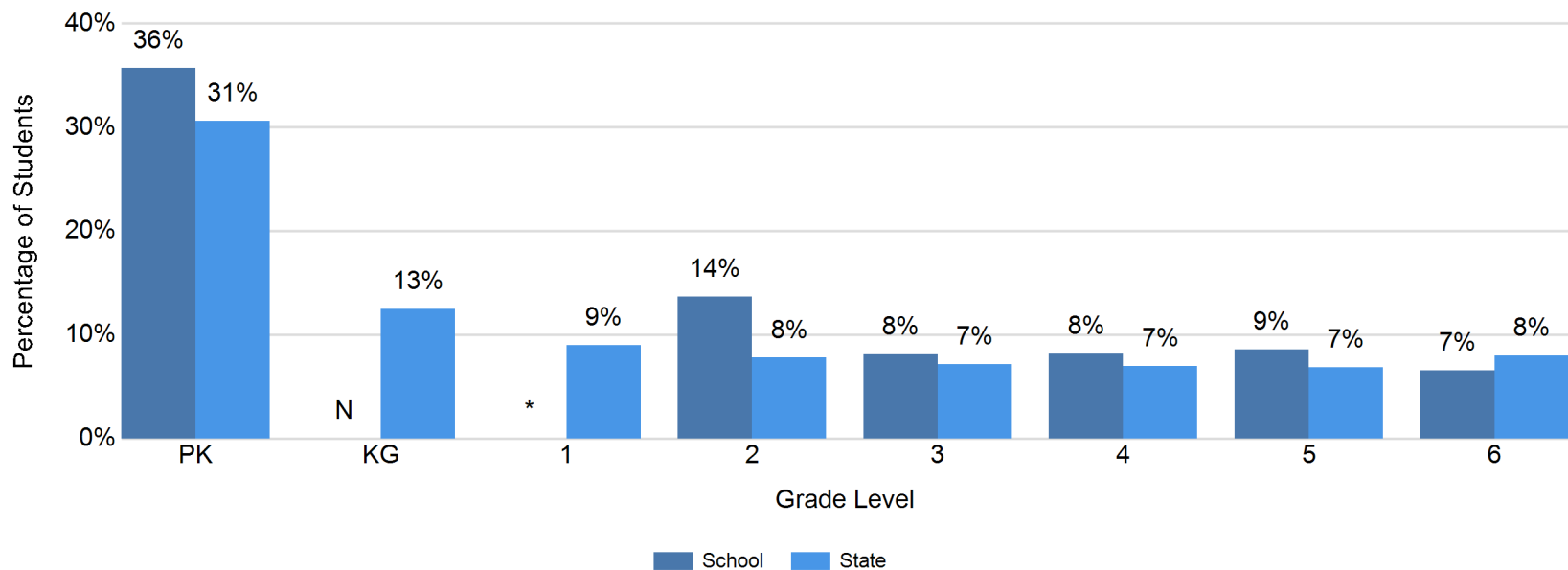
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Theodore Roosevelt School # 10
2016-2017

Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	24
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.20

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.1%
Out-of-School Suspensions	0.7%
Any Suspension	0.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
 PASSAIC
 PASSAIC CITY
 151 HARRISON ST.
 PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.4:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Theodore Roosevelt School # 10

2016-2017

Grade Span PK-06

31-3970-130

PASSAIC

PASSAIC CITY

151 HARRISON ST.

PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	60	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	10.9	10.5
Teachers in district for 4 or more years	73%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	250:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

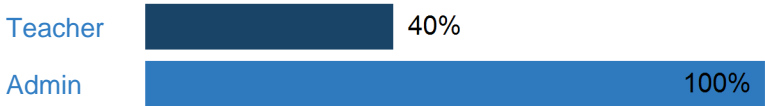
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	8.2	17.5%
Mathematics Proficiency	15.0	17.5%
English Language Arts Growth	28.7	25.0%
Mathematics Growth	46.0	25.0%
Chronic Absenteeism	25.6	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		26.6
Summative Rating: Percentile rank of Summative Score		15.7
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	26.6	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	39.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Black or African American	**	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	43.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	17.6	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Not Met	No
English Learners	42.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06



31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

School General Info

Principal:	Mr. Cruz	Email Address:	scruez@passaicschools.org
Address:	151 HARRISON ST. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5510	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none">• Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics.• Students used workshop format to develop writing pieces that align to New Jersey Student Learning Standards.• Implemented revised mathematics curriculum using Understanding by Design framework to build pre algebra skills.
 Mission, Vision, Theme:	Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.



Theodore Roosevelt School # 10

2016-2017

Grade Span PK-06

31-3970-130

PASSAIC



PASSAIC CITY

151 HARRISON ST.

PASSAIC, NJ 07055

School Narrative

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

<div> <div>  </div> <div> Courses, Curriculum, Instruction: </div> </div>	<p>School No. 10 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.</p>
<div> <div>  </div> <div> Before and After School Programs: </div> </div>	<p>Students at School No. 10 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.</p>






Theodore Roosevelt School # 10
2016-2017
Grade Span PK-06

31-3970-130
PASSAIC
PASSAIC CITY
151 HARRISON ST.
PASSAIC, NJ 07055

School Narrative

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

 <div>Staff and Professional Learning:</div>	Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.
 <div>Student Supports and Services:</div>	Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.
 <div>Parent and Community Involvement:</div>	At School No. 10 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

Footnotes

1. An "" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	82	109	101
1	127	98	97
2	128	97	76
3	127	76	92
4	109	97	70
5	115	69	86
6	85	95	66
Ungraded	20	52	77
Total	793	693	665

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	51%	48%	47%
Male	49%	52%	53%
Economically Disadvantaged Students	100%	98%	100%
Students with Disabilities	17%	17%	19%
English Learners	34%	29%	24%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	86.9%
Asian	5.6%
Black or African American	5.0%
White	1.8%
Native Hawaiian or Pacific Islander	0.8%
American Indian or Alaska Native	0.0%
Two or More Races	0.0%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	86	109	101

Enrollment by Home Language

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

Home Language	% of Students
Spanish	65.6%
English	29.2%
Gujarati	3.0%
Other	2.6%



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	379	99.2	26.40	28.80	54.90	26.4	32.5	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	339	99.4	25.70	28.20	39.80	25.7	31.1	Not Met
Black or African American	19	100.0	15.80	25.60	35.20	15.8	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	46.70	61.20	80.70	46.7	**	**
American Indian or Alaska Native	N	N	N	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	169	98.3	30.20	34.40	62.20	30.2		
Male	210	100.0	23.40	23.50	48.10	23.4		
Economically Disadvantaged Students	*	*	*	*	36.20	*	32.5	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	90	97.8	*	*	20.50	*	17.9	Not Met
Students without Disabilities	289	99.7	*	*	61.90	*		
English Learners	202	99.5	21.80	*	25.20	21.8	26.4	Met Target†
Non-English Learners	177	98.9	31.70	*	57.40	31.7		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	714	721	749	38%	21%	23%	*	*	18%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	97	713	721	734	39%	22%	23%	*	*	17%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	47	715	726	754	38%	*	30%	*	*	17%	55%
Male	61	714	717	745	38%	*	18%	*	*	18%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	24	683	684	720	*	*	*	*	*	*	24%
Students without Disabilities	84	723	727	755	*	*	*	*	*	*	55%
English Learners	38	698	698	709	*	*	*	*	*	*	11%
Non-English Learners	70	723	737	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	728	731	753	*	26%	27%	26%	*	27%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	72	725	730	740	*	26%	25%	*	*	25%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	36	728	734	758	*	*	28%	31%	*	31%	61%
Male	46	728	728	749	*	*	26%	22%	*	24%	51%
Economically Disadvantaged Students	82	728	731	737	*	26%	27%	26%	*	27%	36%
Non-Economically Disadvantaged Students	N	N	N	764	N	N	N	N	N	N	69%
Students with Disabilities	14	694	*	725	*	*	0%	*	*	14%	25%
Students without Disabilities	68	735	*	759	*	*	32%	*	*	29%	62%
English Learners	13	710	*	711	*	*	*	*	*	*	10%
Non-English Learners	69	731	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



Thomas Jefferson School # 1
2016-2017

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	728	731	756	20%	26%	28%	27%	0%	27%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	100	728	731	743	19%	26%	28%	27%	0%	27%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	53	736	738	761	*	28%	30%	34%	*	34%	66%
Male	56	720	725	750	*	23%	25%	20%	*	20%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	31	703	701	725	*	*	*	*	*	*	22%
Students without Disabilities	78	738	736	762	*	*	*	*	*	*	66%
English Learners	10	707	700	710	*	*	*	*	*	*	12%
Non-English Learners	99	730	737	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

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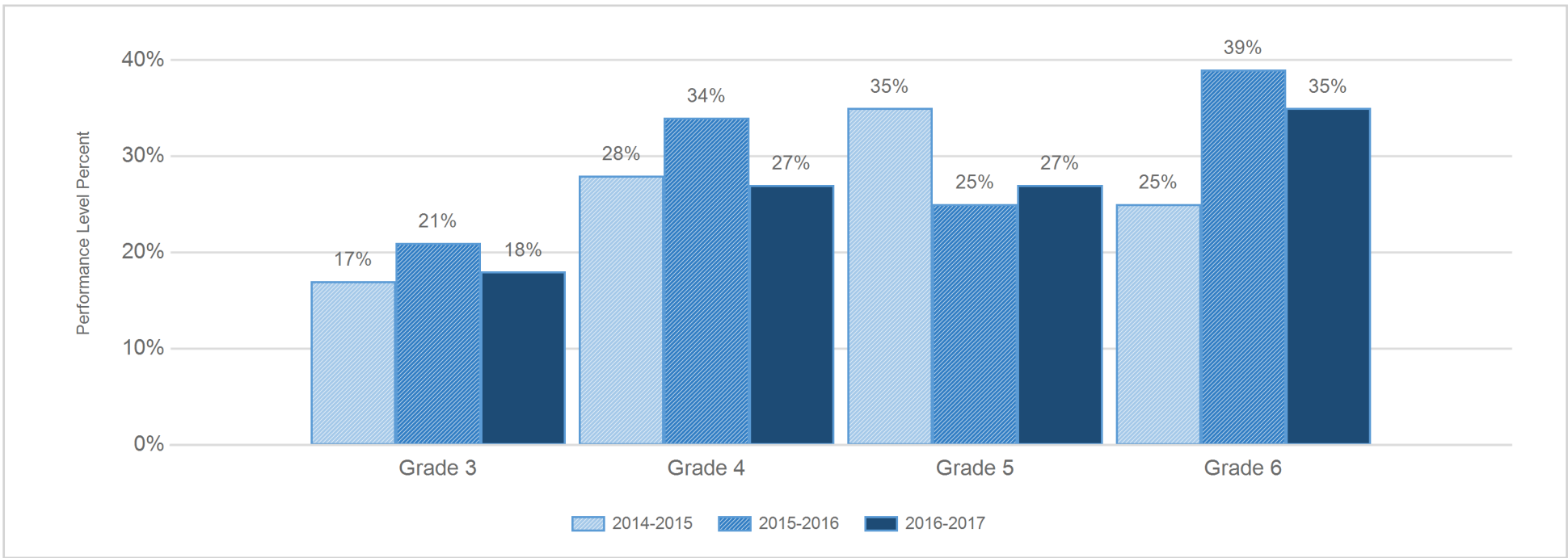
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	735	733	752	13%	21%	31%	35%	0%	35%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	75	736	733	740	*	20%	33%	35%	*	35%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	36	738	738	758	*	*	36%	39%	*	39%	61%
Male	49	733	728	746	*	*	27%	33%	*	33%	46%
Economically Disadvantaged Students	85	735	*	737	13%	21%	31%	35%	0%	35%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	20	709	711	722	*	*	*	*	*	*	17%
Students without Disabilities	65	743	737	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





Thomas Jefferson School # 1
2016-2017
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	381	99.2	24.10	22.10	43.50	24.1	36.1	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	341	99.4	23.50	*	27.60	23.5	35.9	Not Met
Black or African American	19	100.0	10.50	13.10	21.70	10.5	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	53.30	56.80	75.60	53.3	**	**
American Indian or Alaska Native	N	N	N	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	172	98.9	22.10	*	44.10	22.1		
Male	209	99.5	25.90	*	42.90	25.9		
Economically Disadvantaged Students	*	*	*	*	25.10	*	36.2	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	90	97.8	*	*	16.50	*	25.8	Not Met
Students without Disabilities	291	99.7	*	*	48.80	*		
English Learners	204	99.5	23.50	*	23.30	23.5	33.4	Not Met
Non-English Learners	177	98.9	24.90	*	45.20	24.9		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	727	730	751	*	33%	33%	18%	*	20%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	99	726	730	738	*	33%	30%	18%	*	20%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	49	727	732	751	*	33%	35%	*	*	16%	52%
Male	61	727	728	751	*	33%	31%	*	*	23%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	24	710	707	729	*	*	*	*	*	*	29%
Students without Disabilities	86	732	733	755	*	*	*	*	*	*	57%
English Learners	39	720	717	724	*	36%	*	*	*	15%	21%
Non-English Learners	71	731	739	753	*	31%	*	*	*	23%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	733	730	747	*	28%	29%	32%	*	32%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	72	732	730	734	*	29%	29%	31%	*	31%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	36	727	730	747	*	28%	33%	*	*	25%	47%
Male	46	737	730	747	*	28%	26%	*	*	37%	48%
Economically Disadvantaged Students	82	733	730	732	*	28%	29%	32%	*	32%	27%
Non-Economically Disadvantaged Students	N	N	N	757	N	N	N	N	N	N	61%
Students with Disabilities	14	715	*	724	*	*	0%	*	*	14%	22%
Students without Disabilities	68	736	*	751	*	*	35%	*	*	35%	52%
English Learners	13	709	*	716	*	*	*	*	*	15%	12%
Non-English Learners	69	737	*	749	*	*	*	*	*	35%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	733	730	747	13%	23%	38%	26%	0%	26%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	101	733	730	735	11%	24%	40%	26%	0%	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	54	734	732	747	*	24%	35%	30%	*	30%	47%
Male	56	731	728	746	*	21%	41%	23%	*	23%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	31	726	715	725	*	*	*	*	*	*	19%
Students without Disabilities	79	735	732	751	*	*	*	*	*	*	52%
English Learners	11	708	709	717	*	*	*	*	*	*	12%
Non-English Learners	99	736	734	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



Thomas Jefferson School # 1
2016-2017

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Mathematics Assessment - Performance by Grade: Grade 6**

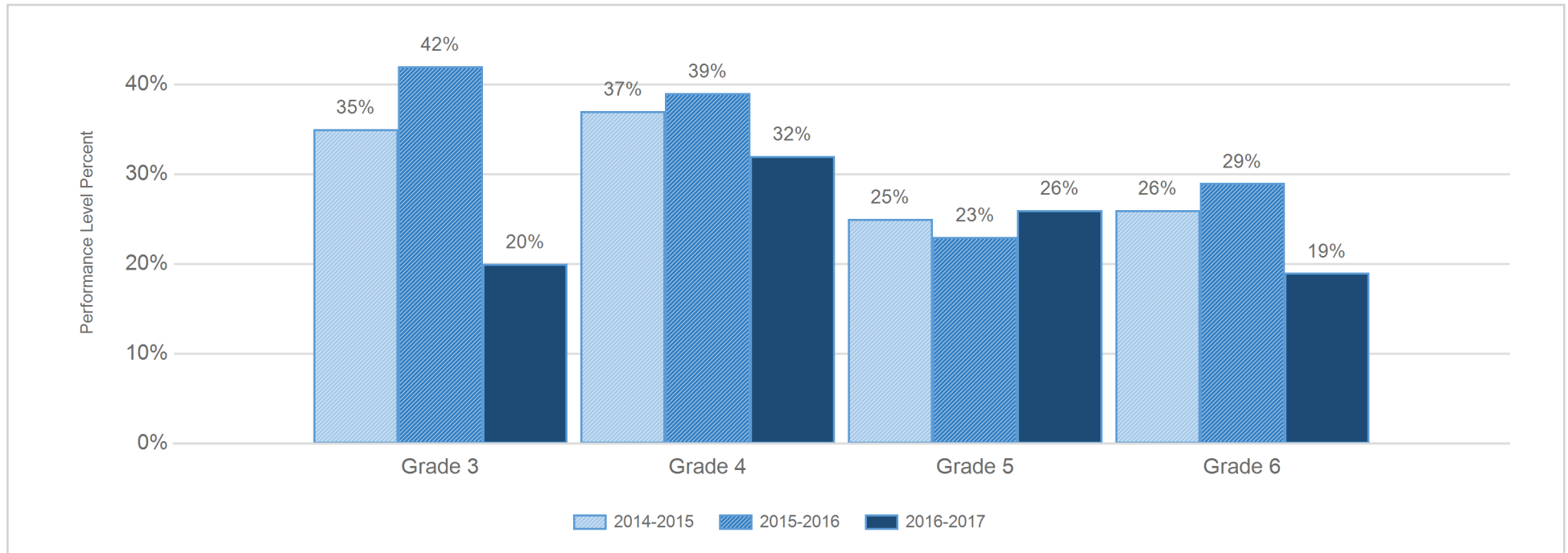
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	727	731	743	15%	32%	34%	19%	0%	19%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	75	727	731	731	13%	33%	36%	17%	0%	17%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	37	722	732	745	*	30%	38%	*	*	14%	45%
Male	48	730	730	742	*	33%	31%	*	*	23%	43%
Economically Disadvantaged Students	85	727	731	728	15%	32%	34%	19%	0%	19%	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	20	715	712	717	*	*	*	*	*	*	13%
Students without Disabilities	65	730	734	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	14	*	*
2	19	89.5%	10.5%
3	16	87.5%	12.5%
4	73	*	*
5+	34	88.2%	11.8%



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

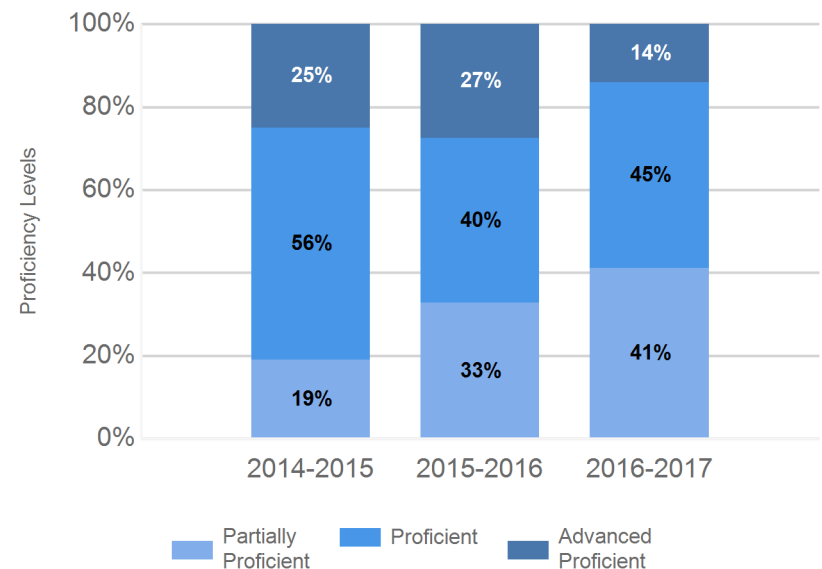
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	14%	45%	41%
White	*	*	N
Hispanic	13%	47%	*
Black or African American	*	N	*
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	15%	43%	42%
Students with Disabilities	6%	25%	69%
English Learners	N	39%	62%

NJASK Science Assessment Performance Trends: Grade 4

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





Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

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This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	51	52	50	Met Target	48	48	50	Met Target
White	*	*	50	**	*	41.5	52	**
Hispanic	51	*	49	Met Target	48.5	*	47	Met Target
Black or African American	41	43	45	**	20	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	70	60	**	*	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	51	52	47	Met Target	48	48	46	Met Target
Students with Disabilities	43.5	38	41	Met Target	60.5	*	43	Exceeds Target
English Learners	52.5	53	53	Met Target	46	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

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Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

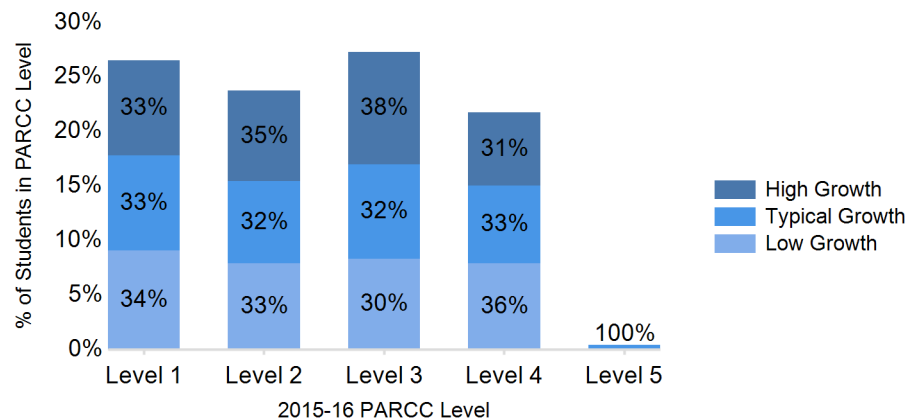
Typical Growth: Between 35 and 65

High Growth: Greater than 65

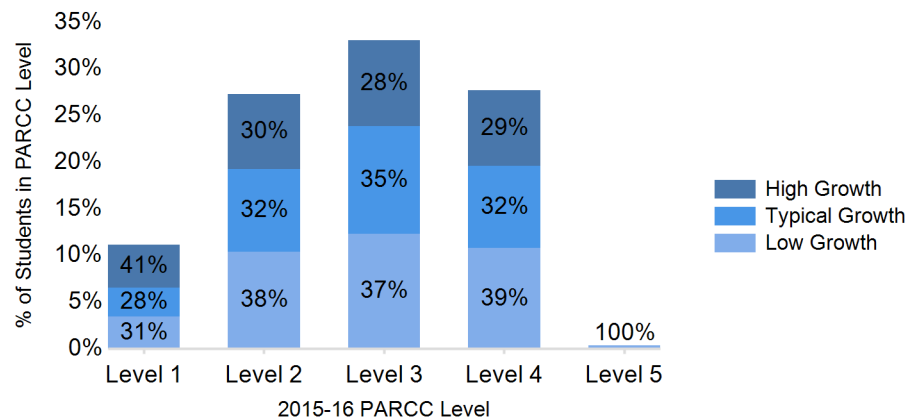
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



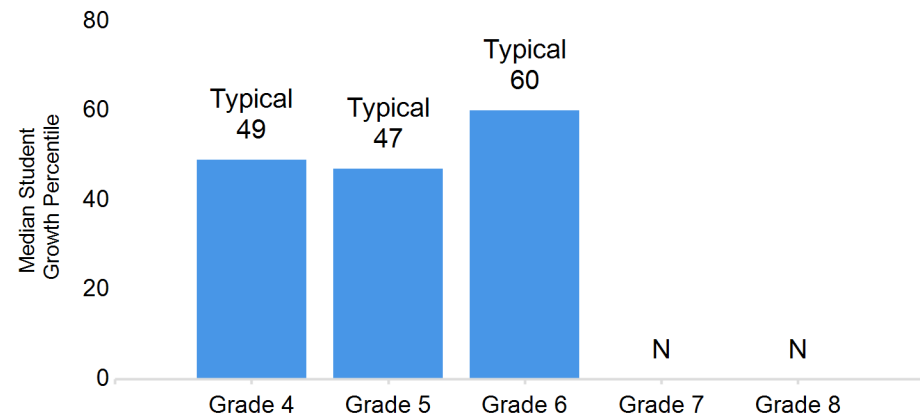
MATH



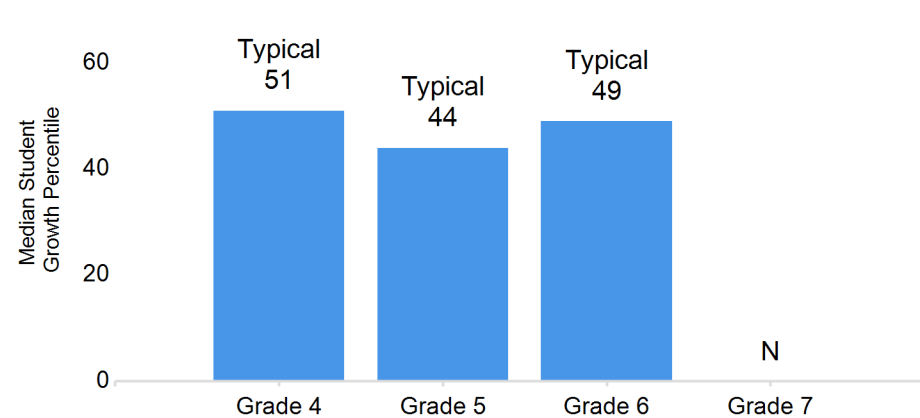
Student Growth by Grade

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

ELA



Math





Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

31-3970-080
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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

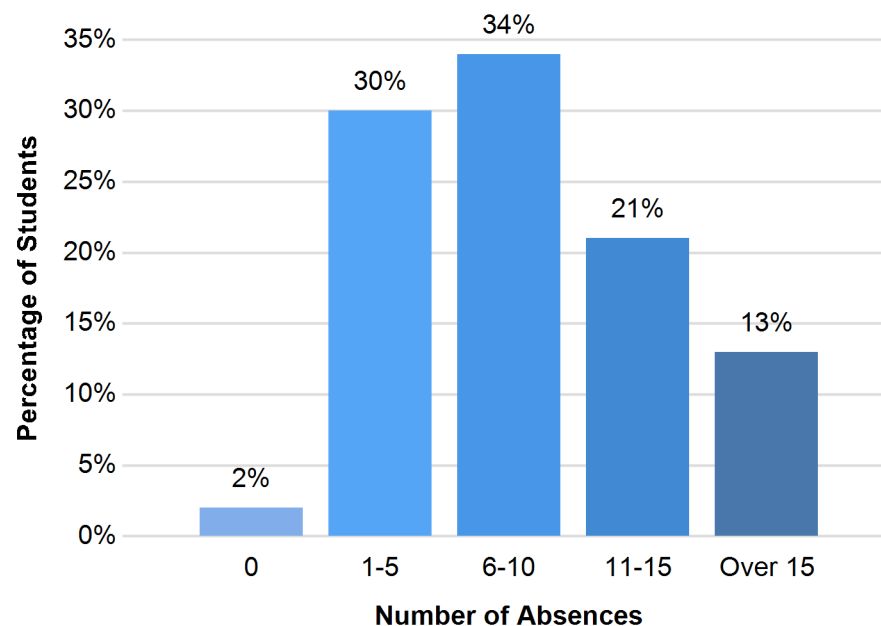
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	8.10	8.30	Met Target
White	N	**	**
Hispanic	8.00	8.30	Met Target
Black or African American	18.20	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	2.40	8.30	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	8.10	8.30	Met Target
Students with Disabilities	9.10	8.30	Not Met
English Learners	5.70	8.30	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

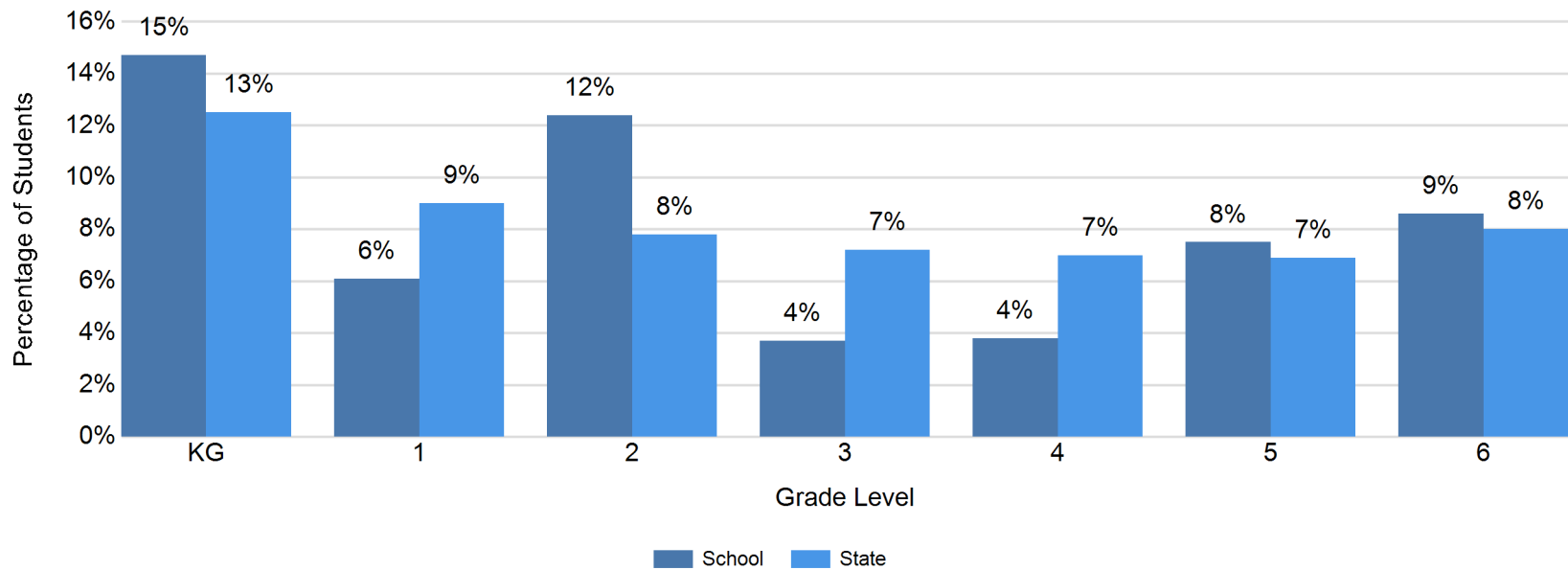
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.71

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.1%
Any Suspension	1.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

31-3970-080
 PASSAIC
 PASSAIC CITY
 390 VAN HOUTEN AVE.
 PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.3:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

31-3970-080
 PASSAIC
 PASSAIC CITY
 390 VAN HOUTEN AVE.
 PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	53	120,724
Average years experience in public schools	13.5	11.8
Average years experience in district	12.6	10.5
Teachers in district for 4 or more years	81%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	333:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



Thomas Jefferson School # 1

2016-2017

Grade Span KG-06

31-3970-080

PASSAIC

PASSAIC CITY

390 VAN HOUTEN AVE.

PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Thomas Jefferson School # 1

2016-2017

Grade Span KG-06

31-3970-080

PASSAIC

PASSAIC CITY

390 VAN HOUTEN AVE.

PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	10.5	17.5%
Mathematics Proficiency	16.5	17.5%
English Language Arts Growth	53.6	25.0%
Mathematics Growth	51.0	25.0%
Chronic Absenteeism	43.8	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.5
Summative Rating: Percentile rank of Summative Score		29.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Thomas Jefferson School # 1
2016-2017

Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	37.5	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	43.2	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	**	**	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	49.6	11.9	No	Not Met	Not Met	Met Target	Met Target	Met Target	No
Students with Disabilities	52.9	11.9	No	Not Met	Not Met	Not Met	Met Target	Exceeds Target	No
English Learners	48.0	11.9	No	Met Target†	Not Met	Met Target	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Thomas Jefferson School # 1
2016-2017
Grade Span KG-06



31-3970-080
 PASSAIC
 PASSAIC CITY
 390 VAN HOUTEN AVE.
 PASSAIC, NJ 07055

School General Info

Principal:	Ms. Fragale	Email Address:	kfragale@passaicschools.org
Address:	390 VAN HOUTEN AVE. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5501	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Provided teachers with classroom embedded coaching to enhance student literacy experiences. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>





Thomas Jefferson School # 1
2016-2017
Grade Span KG-06

31-3970-080
PASSAIC
PASSAIC CITY
390 VAN HOUTEN AVE.
PASSAIC, NJ 07055




School Narrative

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

 Courses, Curriculum, Instruction:	School No. 1 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.
 Before and After School Programs:	Students at School No. 1 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.

School Narrative

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

 <div>Staff and Professional Learning:</div>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <div>Student Supports and Services:</div>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <div>Parent and Community Involvement:</div>	<p>At School No. 1 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>



Ulysses S. Grant School # 7
2016-2017


Grade Span PK-01

31-3970-110
PASSAIC
PASSAIC CITY
155 SUMMER ST.
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
PASSAIC
PASSAIC CITY
155 SUMMER ST.
PASSAIC, NJ 07055

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
PASSAIC
PASSAIC CITY
155 SUMMER ST.
PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	84	119	120
KG	124	133	111
1	155	138	138
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	1
Total	363	390	370

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	104	119	120
KG - Half Day	0	0	0
KG - Full Day	143	133	111

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	50%	47%
Male	52%	50%	53%
Economically Disadvantaged Students	100%	98%	100%
Students with Disabilities	14%	11%	8%
English Learners	22%	31%	28%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	93.8%
Black or African American	5.4%
White	0.5%
Asian	0.3%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	72.2%
English	27.8%



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
 PASSAIC
 PASSAIC CITY
 155 SUMMER ST.
 PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

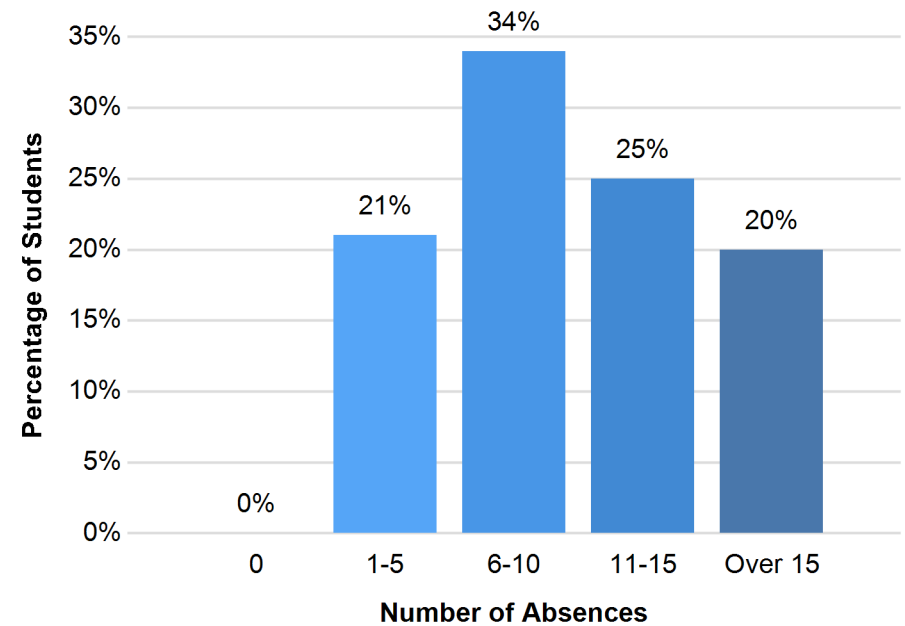
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	14.10	10.80	Not Met
White	N	**	**
Hispanic	13.80	10.80	Not Met
Black or African American	N	**	**
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.10	10.80	Not Met
Students with Disabilities	4.20	10.80	Met Target
English Learners	13.50	10.80	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





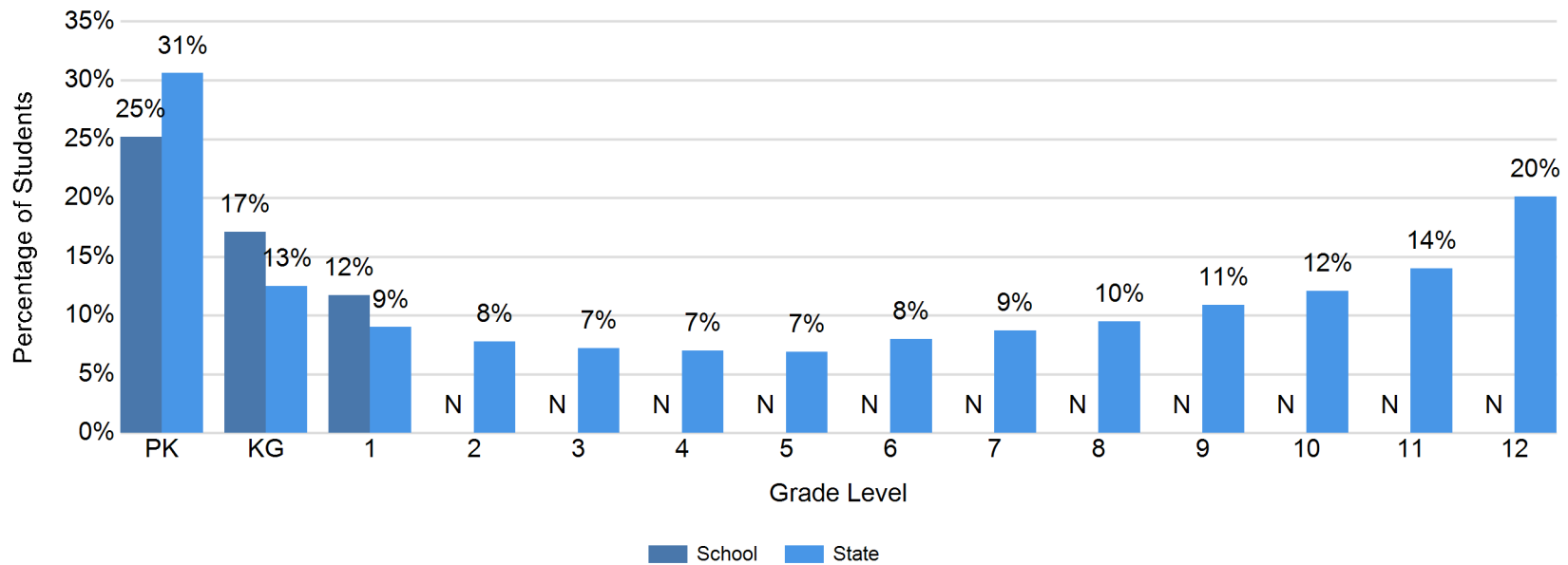
**Ulysses S. Grant School # 7
2016-2017**

Grade Span PK-01

31-3970-110
PASSAIC
PASSAIC CITY
155 SUMMER ST.
PASSAIC, NJ 07055

Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
 PASSAIC
 PASSAIC CITY
 155 SUMMER ST.
 PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
 PASSAIC
 PASSAIC CITY
 155 SUMMER ST.
 PASSAIC, NJ 07055

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
 PASSAIC
 PASSAIC CITY
 155 SUMMER ST.
 PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	120,724
Average years experience in public schools	14.2	11.8
Average years experience in district	13.9	10.5
Teachers in district for 4 or more years	93%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	13:1	14:1
Administrators	370:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01



31-3970-110
 PASSAIC
 PASSAIC CITY
 155 SUMMER ST.
 PASSAIC, NJ 07055

School General Info

Principal:	Mr. McKinney	Email Address:	cmckinney@passaicschools.org
Address:	155 SUMMER ST. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5507	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Implementing Teacher Strategies Gold to better prepare kindergarten students for grade 1. • Provided students with an after school academic support program in English/Language Arts and Mathematics. • Provided students with access to Saturday enrichment programs, including coding, instrumental music, and robotics.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
 PASSAIC
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Courses, Curriculum, Instruction:

School No. 7 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.



Before and After School Programs:

Students at School No. 7 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.



Ulysses S. Grant School # 7
2016-2017

Grade Span PK-01

31-3970-110
 PASSAIC
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 155 SUMMER ST.
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School Narrative

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



Staff and Professional Learning:

Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.



Student Supports and Services:

Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.



Parent and Community Involvement:

At School No. 7 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.



Vincent Capuana School # 15
2016-2017


Grade Span PK-PK

31-3970-170
PASSAIC
PASSAIC CITY
374 BROADWAY
PASSAIC, NJ 07055

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

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Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



Vincent Capuana School # 15
2016-2017

Grade Span PK-PK

31-3970-170
PASSAIC
PASSAIC CITY
374 BROADWAY
PASSAIC, NJ 07055

Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



Vincent Capuana School # 15
2016-2017

Grade Span PK-PK

31-3970-170
PASSAIC
PASSAIC CITY
374 BROADWAY
PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	56	275	264
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	4	15
Total	56	279	279

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	247	275	264
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	41%	51%	46%
Male	59%	50%	55%
Economically Disadvantaged Students	100%	89%	100%
Students with Disabilities	7%	6%	11%
English Learners	0%	0%	0%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	82.4%
Black or African American	7.9%
Asian	6.5%
White	2.9%
American Indian or Alaska Native	0.4%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	49.8%
Spanish	45.9%
Gujarati	3.2%
Other	1.1%

This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

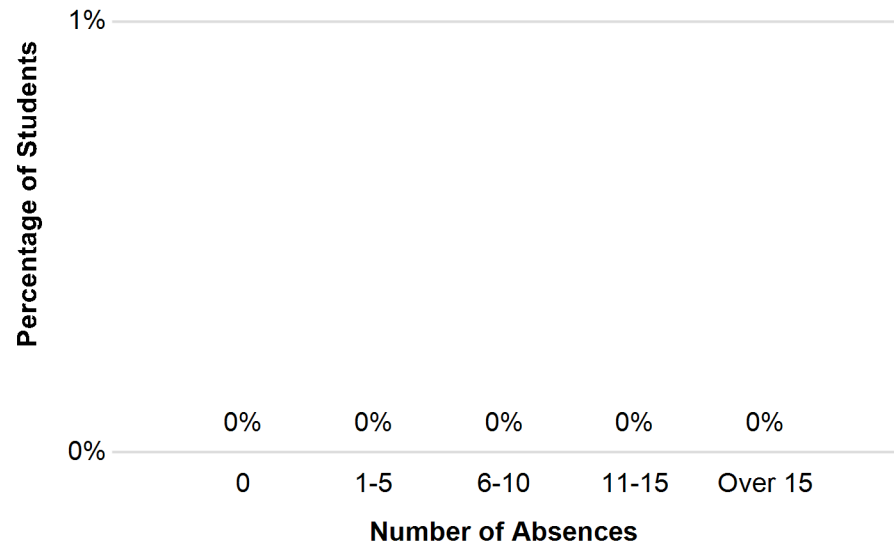
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

** ESSA accountability targets are only included if data is available for at least 20 students.

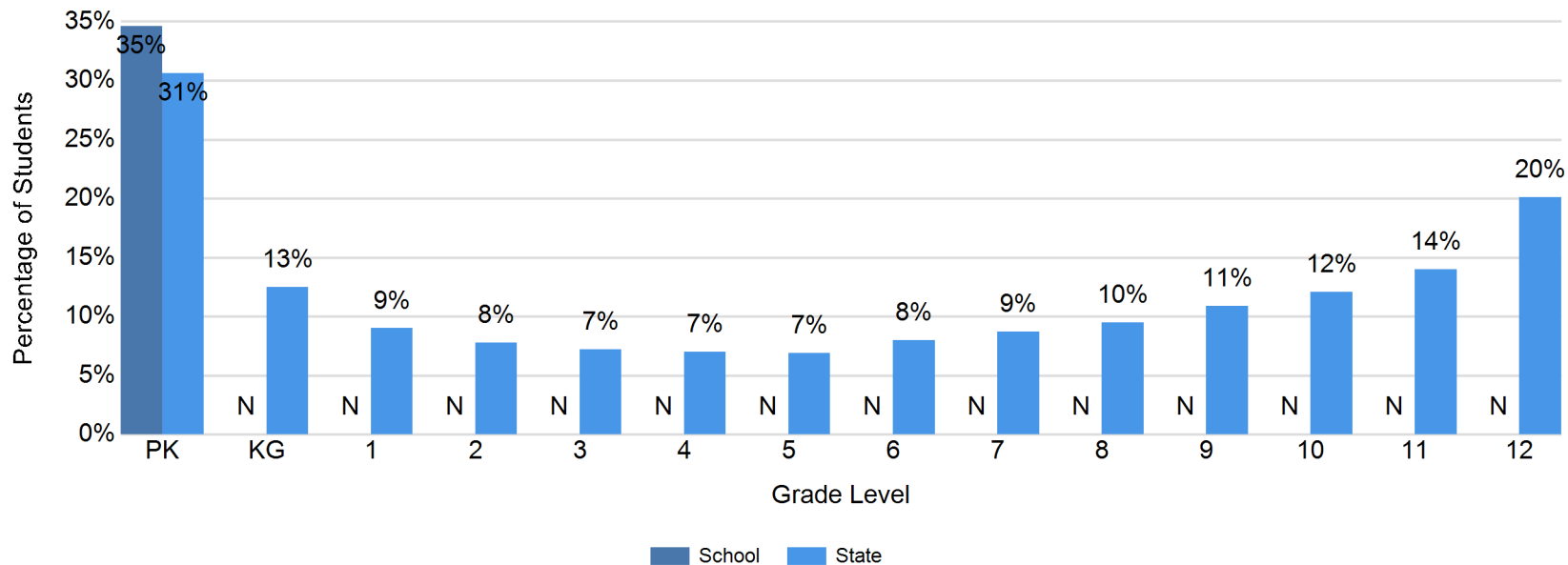
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





Vincent Capuana School # 15
2016-2017

Grade Span PK-PK

31-3970-170
PASSAIC
PASSAIC CITY
374 BROADWAY
PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

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

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



Vincent Capuana School # 15
2016-2017

Grade Span PK-PK

31-3970-170
PASSAIC
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374 BROADWAY
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Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



Vincent Capuana School # 15
2016-2017

Grade Span PK-PK

31-3970-170
 PASSAIC
 PASSAIC CITY
 374 BROADWAY
 PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	26	120,724
Average years experience in public schools	12.1	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	89%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	11:1	14:1
Administrators	140:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1

Vincent Capuana School # 15

2016-2017

Grade Span PK-PK

31-3970-170
PASSAIC
PASSAIC CITY
374 BROADWAY
PASSAIC, NJ 07055

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	96%



Vincent Capuana School # 15
2016-2017

Grade Span PK-PK



31-3970-170
 PASSAIC
 PASSAIC CITY
 374 BROADWAY
 PASSAIC, NJ 07055

School General Info

Principal:	Ms. Drago	Email Address:	jdrago@passaicschools.org
Address:	374 BROADWAY PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)815-8563	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • The emphasis of learning focuses on the process rather than the finished product. • Students are encouraged to develop a positive sense of self. • Student experiences are developed with a focus on kindergarten readiness.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>



Vincent Capuana School # 15
2016-2017

Grade Span PK-PK

31-3970-170
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Courses, Curriculum, Instruction:

School No. 15 provides a nurturing prekindergarten program for 3 and 4 year olds developed to support students as they prepare to enter kindergarten.






Vincent Capuana School # 15
2016-2017

Grade Span PK-PK

31-3970-170
 PASSAIC
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 374 BROADWAY
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School Narrative

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 Staff and Professional Learning:	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 Student Supports and Services:	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students with disabilities have access to many learning support programs and personnel.</p>
 Parent and Community Involvement:	<p>At School No. 15 we value parent involvement. We offer monthly parent workshops covering subjects such as appropriate social development and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

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William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

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William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
1	204	209	189
2	218	201	171
3	224	203	204
4	204	199	192
5	202	179	194
6	192	188	173
Ungraded	16	37	36
Total	1260	1216	1159

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2014-15	2015-16	2016-17
Female	48%	46%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	100%	98%	100%
Students with Disabilities	14%	13%	9%
English Learners	55%	50%	41%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Hispanic	95.3%
Black or African American	2.4%
Asian	2.2%
White	0.2%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	89.1%
English	9.1%
Gujarati	1.3%
Other	0.6%



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	717	98.5	20.20	28.80	54.90	20.2	18.3	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	682	98.9	19.50	28.20	39.80	19.5	18.1	Met Target
Black or African American	19	95.0	26.30	25.60	35.20	26.3	N	N
Asian, Native Hawaiian, or Pacific Islander	14	90.5	50.00	61.20	80.70	46.1	N	N
American Indian or Alaska Native	*	*	*	100.00	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	N	**	**
Female	346	98.9	22.00	34.40	62.20	22		
Male	371	98.2	18.60	23.50	48.10	18.6		
Economically Disadvantaged Students	*	*	*	*	36.20	*	18.3	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	65.80	*		
Students with Disabilities	68	100.0	*	*	20.50	*	7.6	Not Met
Students without Disabilities	649	98.4	*	*	61.90	*		
English Learners	516	98.7	14.30	*	25.20	14.3	15.5	Met Target†
Non-English Learners	201	98.0	35.30	*	57.40	35.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	45.50	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	715	721	749	37%	22%	25%	*	*	16%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	189	714	721	734	39%	21%	26%	*	*	15%	35%
Black or African American	*	*	*	731	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	93	720	726	754	28%	23%	32%	*	*	17%	55%
Male	105	711	717	745	46%	21%	19%	*	*	14%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	17	696	684	720	*	*	*	*	*	*	24%
Students without Disabilities	181	717	727	755	*	*	*	*	*	*	55%
English Learners	109	696	698	709	*	*	*	*	*	*	11%
Non-English Learners	89	738	737	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



William B. Cruise Memorial School # 11
2016-2017

Grade Span 01-06

31-3970-140
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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	186	728	731	753	*	34%	25%	24%	*	25%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	175	728	730	740	*	35%	25%	23%	*	25%	40%
Black or African American	*	*	*	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	98	728	734	758	*	36%	26%	22%	*	24%	61%
Male	88	728	728	749	*	32%	24%	25%	*	27%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	15	700	*	725	*	*	*	*	*	*	25%
Students without Disabilities	171	730	*	759	*	*	*	*	*	*	62%
English Learners	58	704	*	711	*	*	*	*	*	*	10%
Non-English Learners	128	739	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



William B. Cruise Memorial School # 11
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Grade Span 01-06

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	188	722	731	756	25%	31%	26%	19%	0%	19%	59%
White	*	*	*	763	*	*	*	*	*	*	69%
Hispanic	178	721	731	743	25%	30%	27%	19%	0%	19%	44%
Black or African American	*	*	*	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	82	726	738	761	18%	33%	27%	22%	0%	22%	66%
Male	106	718	725	750	29%	29%	25%	17%	0%	17%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	17	699	701	725	*	*	*	*	*	*	22%
Students without Disabilities	171	724	736	762	*	*	*	*	*	*	66%
English Learners	47	695	700	710	*	*	*	*	*	*	12%
Non-English Learners	141	731	737	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

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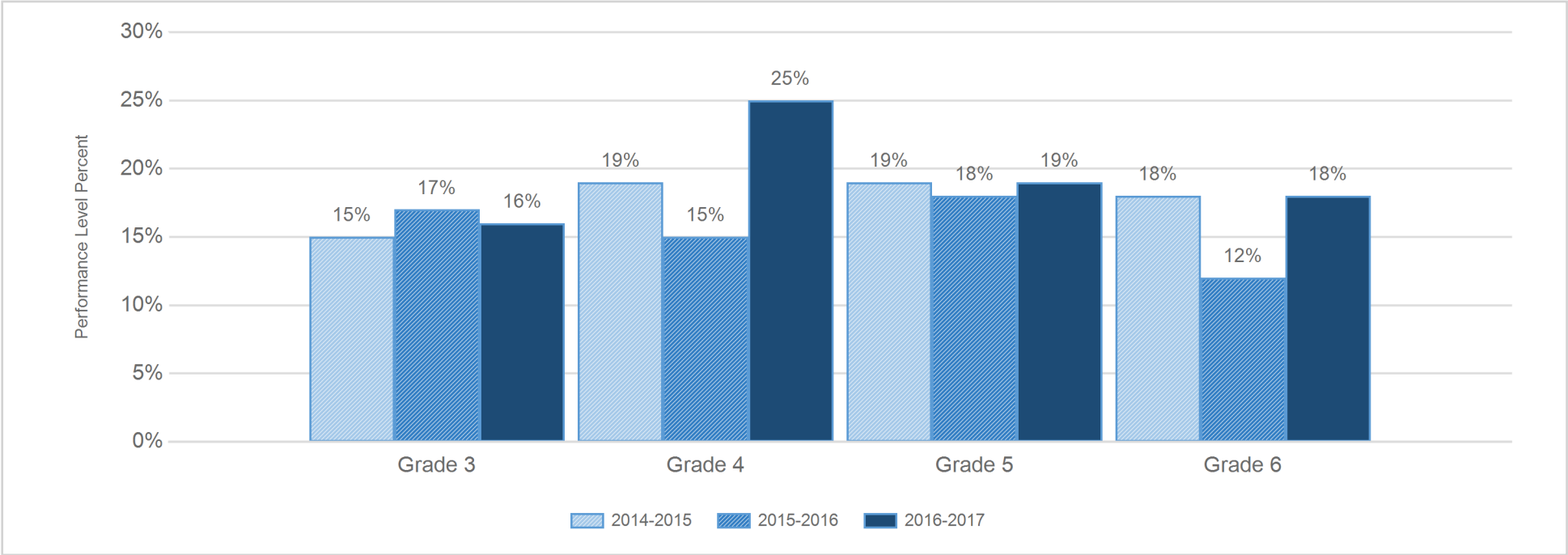
English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	169	728	733	752	*	37%	34%	18%	*	18%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	159	728	733	740	12%	36%	34%	18%	0%	18%	38%
Black or African American	*	*	*	736	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	86	732	738	758	*	28%	38%	22%	*	22%	61%
Male	83	724	728	746	*	46%	29%	13%	*	15%	46%
Economically Disadvantaged Students	169	728	*	737	*	37%	34%	18%	*	18%	34%
Non-Economically Disadvantaged Students	N	N	N	761	N	N	N	N	N	N	65%
Students with Disabilities	18	715	711	722	*	*	*	*	*	*	17%
Students without Disabilities	151	730	737	758	*	*	*	*	*	*	61%
English Learners	32	705	708	710	*	*	*	*	*	*	*
Non-English Learners	137	733	736	753	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%

English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessment for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	736	99.1	22.00	22.10	43.50	22	19.9	Met Target
White	*	*	*	*	52.40	*	**	**
Hispanic	698	99.2	21.20	*	27.60	21.2	19.6	Met Target
Black or African American	19	95.0	26.30	13.10	21.70	26.3	N	N
Asian, Native Hawaiian, or Pacific Islander	17	100.0	53.00	56.80	75.60	53	N	N
American Indian or Alaska Native	*	*	*	50.00	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	N	**	**
Female	352	99.2	22.50	*	44.10	22.5		
Male	384	99.0	21.60	*	42.90	21.6		
Economically Disadvantaged Students	*	*	*	*	25.10	*	19.8	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	54.30	*		
Students with Disabilities	68	100.0	*	*	16.50	*	6.8	Met Target†
Students without Disabilities	668	99.0	*	*	48.80	*		
English Learners	535	99.5	17.40	*	23.30	17.4	16.3	Met Target
Non-English Learners	201	98.0	34.30	*	45.20	34.3		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	27.30	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	N	N	N	N	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



William B. Cruise Memorial School # 11
2016-2017

Grade Span 01-06

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	732	730	751	*	19%	33%	27%	*	30%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	192	732	730	738	*	20%	34%	27%	*	29%	37%
Black or African American	*	*	*	733	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	95	738	732	751	*	*	38%	31%	*	34%	52%
Male	106	727	728	751	*	*	29%	25%	*	26%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	17	716	707	729	*	*	*	*	*	12%	29%
Students without Disabilities	184	734	733	755	*	*	*	*	*	32%	57%
English Learners	112	721	717	724	*	26%	36%	*	*	14%	21%
Non-English Learners	89	747	739	753	*	11%	30%	*	*	49%	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



William B. Cruise Memorial School # 11
2016-2017

Grade Span 01-06

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	192	727	730	747	13%	31%	38%	18%	0%	18%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	179	727	730	734	12%	32%	39%	17%	0%	17%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	98	725	730	747	12%	39%	36%	13%	0%	13%	47%
Male	94	729	730	747	14%	23%	40%	22%	0%	22%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	15	713	*	724	*	*	*	*	*	*	22%
Students without Disabilities	177	728	*	751	*	*	*	*	*	*	52%
English Learners	65	715	*	716	*	*	*	*	*	*	12%
Non-English Learners	127	733	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



William B. Cruise Memorial School # 11
2016-2017

Grade Span 01-06

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	722	730	747	20%	33%	31%	16%	0%	16%	46%
White	*	*	*	754	*	*	*	*	*	*	57%
Hispanic	183	722	730	735	20%	33%	31%	16%	0%	16%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	83	724	732	747	15%	41%	30%	15%	0%	15%	47%
Male	110	720	728	746	25%	27%	31%	17%	0%	17%	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	17	710	715	725	*	*	*	*	*	*	19%
Students without Disabilities	176	723	732	751	*	*	*	*	*	*	52%
English Learners	52	706	709	717	*	*	*	*	*	*	12%
Non-English Learners	141	728	734	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%



William B. Cruise Memorial School # 11
2016-2017

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Mathematics Assessment - Performance by Grade: Grade 6**

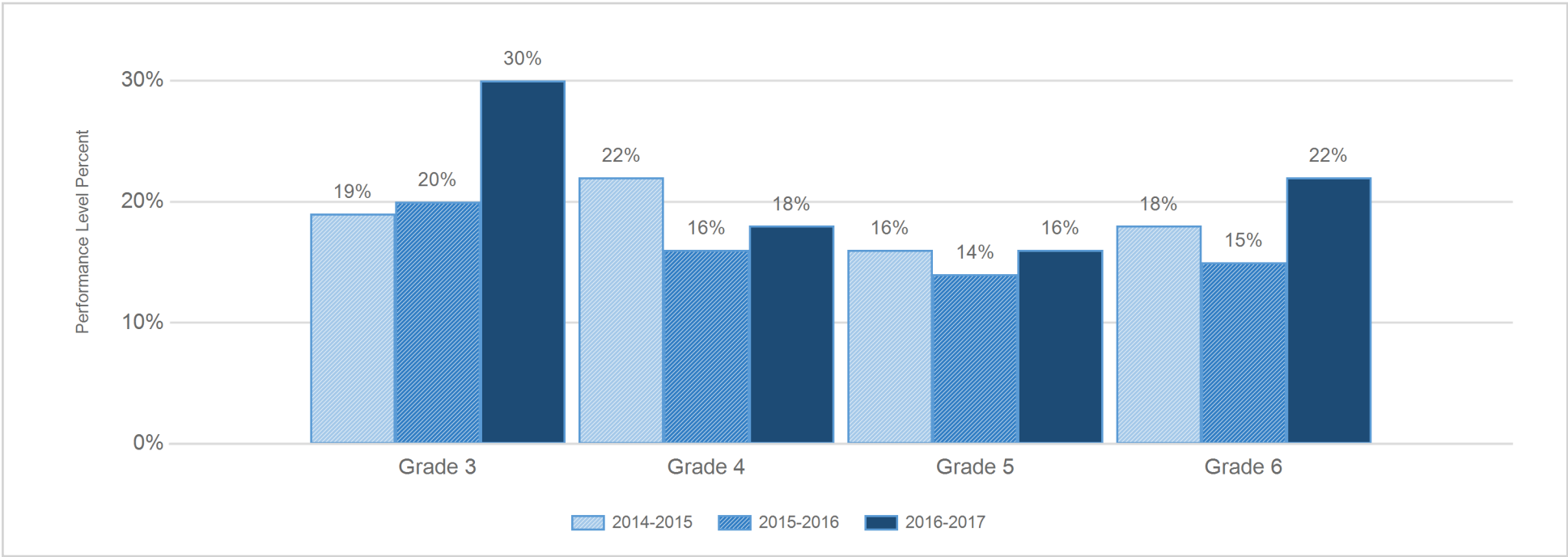
This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	179	730	731	743	*	31%	35%	22%	*	22%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	168	729	731	731	*	32%	35%	21%	*	22%	27%
Black or African American	*	*	*	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	91	733	732	745	*	28%	40%	25%	*	25%	45%
Male	88	726	730	742	*	34%	30%	18%	*	19%	43%
Economically Disadvantaged Students	179	730	731	728	*	31%	35%	22%	*	22%	24%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	56%
Students with Disabilities	18	713	712	717	*	*	*	*	*	*	13%
Students without Disabilities	161	731	734	748	*	*	*	*	*	*	50%
English Learners	42	716	715	710	*	*	*	*	*	*	*
Non-English Learners	137	734	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	719	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	*	*

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
1	48	*	*
2	42	88.1%	11.9%
3	45	*	*
4	191	*	*
5+	134	*	*



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
 PASSAIC
 PASSAIC CITY
 390 GREGORY AVE.
 PASSAIC, NJ 07055

This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

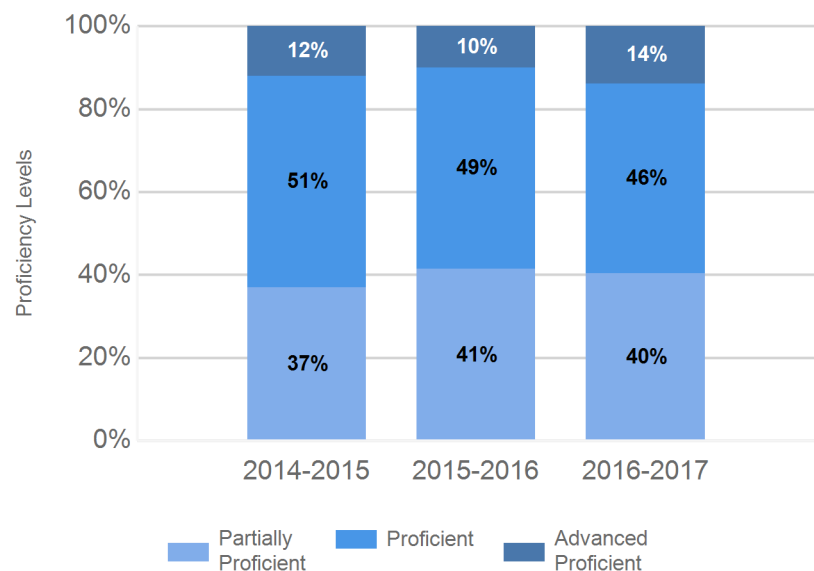
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	14%	46%	40%
White	N	N	N
Hispanic	*	46%	40%
Black or African American	N	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	14%	46%	40%
Students with Disabilities	6%	29%	65%
English Learners	6%	30%	64%

NJASK Science Assessment Performance Trends: Grade 4

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





William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

This section of the performance report shows information on student growth which measures how much students are learning each year. Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the **median student growth percentile (mSGP)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:
<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	53	52	50	Met Target	51	48	50	Met Target
White	*	*	50	**	*	41.5	52	**
Hispanic	53	*	49	Met Target	51	*	47	Met Target
Black or African American	47	43	45	**	57	41	43	**
Asian, Native Hawaiian, or Pacific Islander	*	70	60	**	*	62.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	53	52	47	Met Target	51	48	46	Met Target
Students with Disabilities	47	38	41	Met Target	39	*	43	Not Met
English Learners	54	53	53	Met Target	52	49	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



William B. Cruise Memorial School # 11
2016-2017

Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

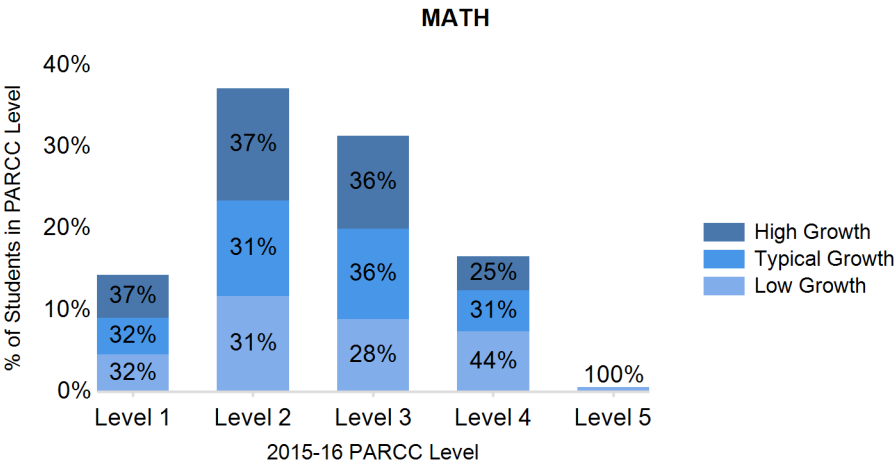
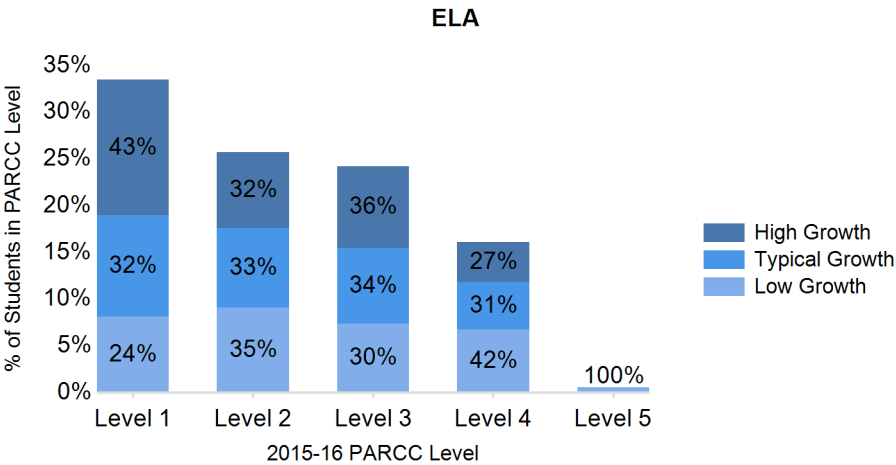
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

- Low Growth: Less than 35
- Typical Growth: Between 35 and 65
- High Growth: Greater than 65

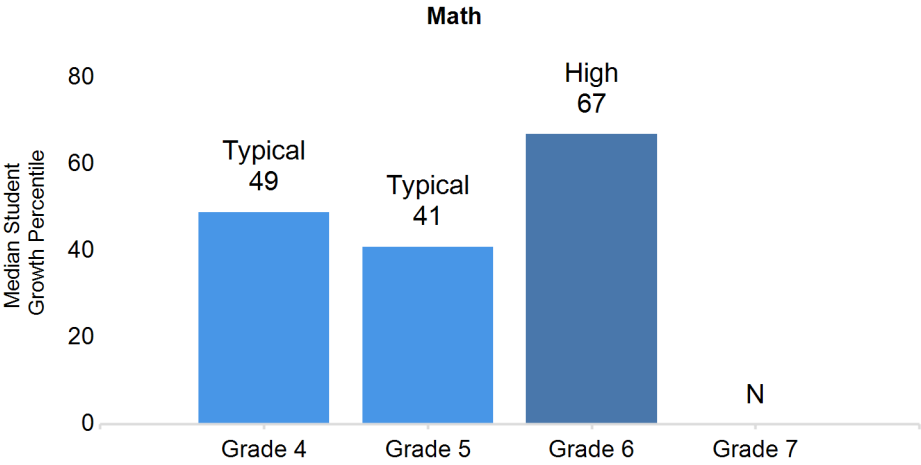
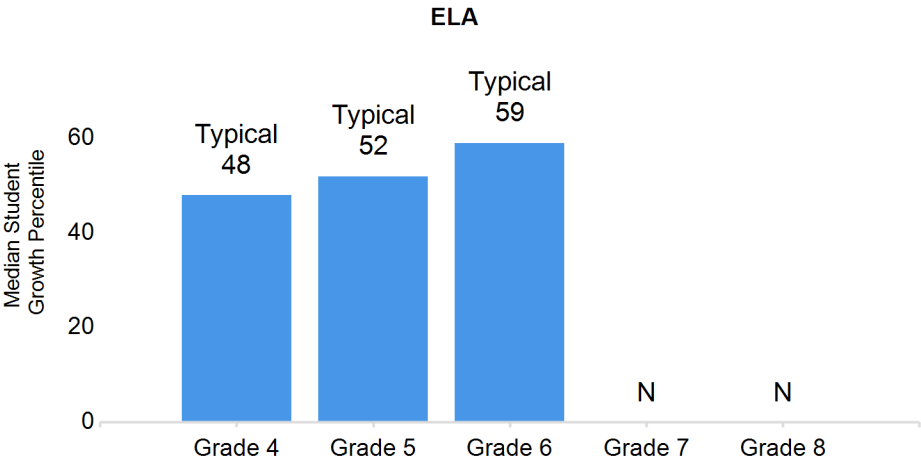
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected chronic absenteeism as its measure of school quality and student success for the *ESSA* accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

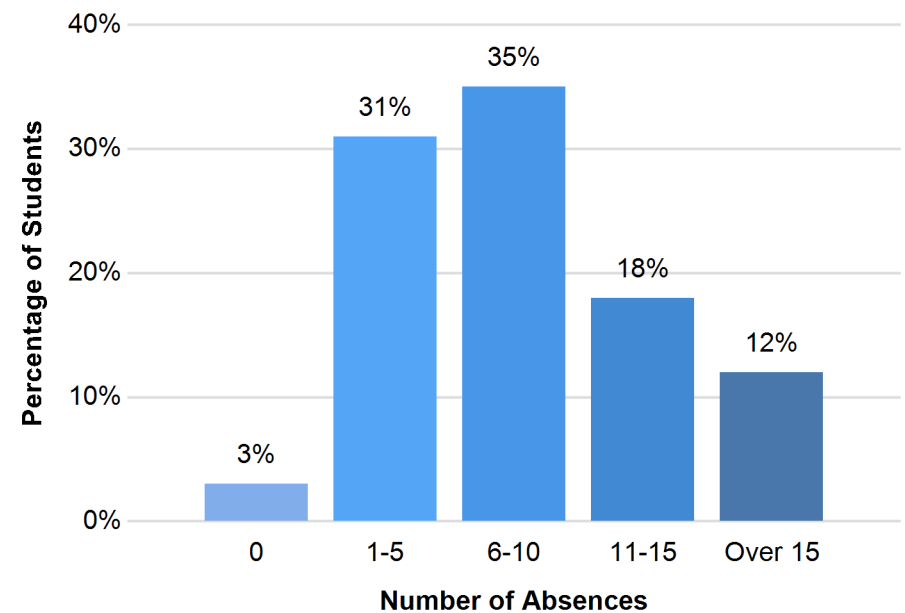
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	7.70	7.70	Met Target
White	N	**	**
Hispanic	7.40	7.70	Met Target
Black or African American	17.90	7.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	8.00	7.70	Not Met
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	7.70	7.70	Met Target
Students with Disabilities	11.60	7.70	Not Met
English Learners	6.80	7.70	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

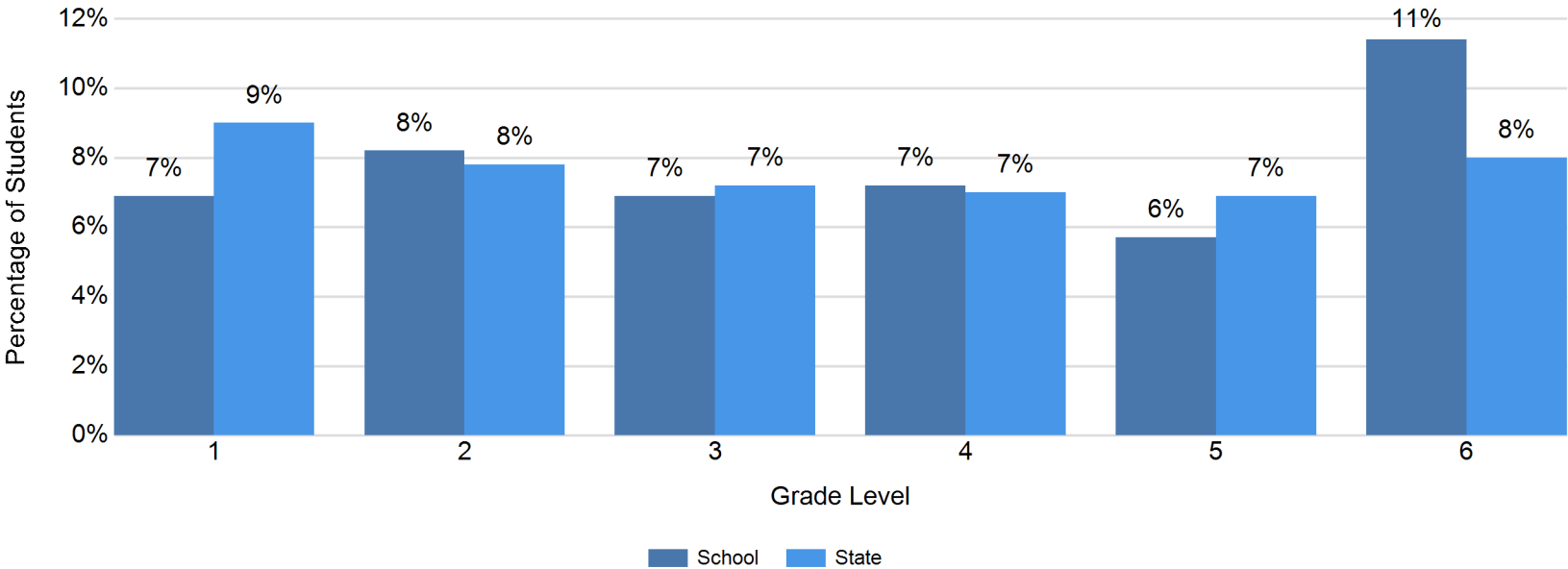
Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





William B. Cruise Memorial School # 11
2016-2017

Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

School Day

This table shows the start and end times and length of school day for a typical student at this school. **Instructional time** is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher.

Category	School
Typical Start Time	8:25AM
Typical End Time	3:05PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs. 55 Mins.
Shared Time - Instructional Time	*

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.43

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.3%
Any Suspension	0.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.5:1	136.8 kbps	100 kbps	Yes	N	Fiber	N

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district’s schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts’ [User Friendly Budgets](#), or the NJDOE Finance [District Report Search](#) of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,702	\$16,822



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	82	120,724
Average years experience in public schools	11.9	11.8
Average years experience in district	11.1	10.5
Teachers in district for 4 or more years	82%	74%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	83	9,506
Average years experience in public schools	17.7	15.9
Average years experience in district	15.0	11.6
Administrators in district for 4 or more years	80%	74%

Student to Staff Ratios

This table shows the number of students per staff member in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	290:1	176:1
Librarian/Media Specialists		4874:1
Nurses		504:1
Counselors		472:1
Child Study Team		236:1



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

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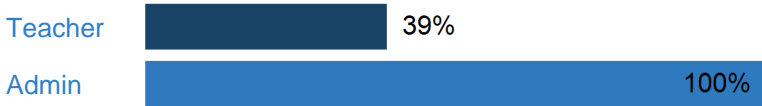
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	88%	89%
2015-16 Administrators: Same district 2016-17	91%	88%

Faculty Attendance

This table shows the percentage of days that school faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2016-17	95%



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

Accountability Indicator Scores and Summative Rating

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of comprehensive support. This table shows the indicator scores for each indicator included in the accountability system and the weights that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	4.1	17.5%
Mathematics Proficiency	13.4	17.5%
English Language Arts Growth	61.8	25.0%
Mathematics Growth	52.0	25.0%
Chronic Absenteeism	37.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		37.1
Summative Rating: Percentile rank of Summative Score		29.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



William B. Cruise Memorial School # 11
2016-2017

Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055

Accountability Summary by Student Group

New Jersey has developed a school accountability system as required by the *Every Student Succeeds Act (ESSA)* to identify schools that are in need of Targeted Support. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	37.1	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	45.5	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Black or African American	**	**	No	N	N	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	Not Met	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	51.2	11.9	No	Met Target	Met Target	Met Target	Met Target	Met Target	No
Students with Disabilities	36.0	11.9	No	Not Met	Met Target†	Not Met	Met Target	Not Met	No
English Learners	45.8	11.9	No	Met Target†	Met Target	Met Target	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06



31-3970-140
 PASSAIC
 PASSAIC CITY
 390 GREGORY AVE.
 PASSAIC, NJ 07055

School General Info

Principal:	Mr. Negron	Email Address:	mnegron@passaicschools.org
Address:	390 GREGORY AVE. PASSAIC, NJ 07055	Website:	www.passaicschools.org
Phone:	(973)470-5511	Facebook:	https://www.facebook.com/PassaicPublicSchools
		Twitter:	https://twitter.com/passaicschools

School Narrative

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

 Highlights:	<ul style="list-style-type: none"> • Implemented revised mathematics curriculum using Understanding by Design framework to build pre algebra skills. • Students used workshop format to develop writing pieces that align to New Jersey Student Learning Standards. • Provided students with an after school academic support program in English/Language Arts and Mathematics.
 Mission, Vision, Theme:	<p>Passaic Public Schools will become the best urban school system in the State of New Jersey. Vision: Passaic Public Schools will provide an excellent education that prepares our students for college and to earn high paying jobs. Focus: Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.</p>





William B. Cruise Memorial School # 11
2016-2017
Grade Span 01-06

31-3970-140
PASSAIC
PASSAIC CITY
390 GREGORY AVE.
PASSAIC, NJ 07055




School Narrative

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 <div>Courses, Curriculum, Instruction:</div>	School No. 11 provides each of our students with an academically rigorous and supportive learning environment. Students learn to read and write through Readers' and Writers' Workshop programs. During the Math block, students learn essential math concepts through center-based activities. Students learn science through laboratory activities aligned to the Next Generation Science Standards.
 <div>Before and After School Programs:</div>	Students at School No. 11 have opportunities to learn beyond the regular school day. Learning starts at 7:30 am with Early Drop-Off Tutoring, and continues with After-School programs, Saturday Enrichment, and Summer Academic Support and Enrichment opportunities.

School Narrative

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

 <div>Staff and Professional Learning:</div>	<p>Passaic Public Schools places a strong emphasis on adult learning programs. Staff participate in 3 scheduled professional development days during the school year, and participate in a wide variety of professional learning experiences offered after school and during the summer. During the school day, teachers regularly collaborate and learn as a community.</p>
 <div>Student Supports and Services:</div>	<p>Passaic Public Schools provides a wide variety of services and supports to our students. Students identified as English Language Learners receive a variety of instructional learning supports. Students with disabilities have access to many learning support programs and personnel. Students identified as in need of additional academic support receive intervention services and have access to help before and after school.</p>
 <div>Parent and Community Involvement:</div>	<p>At School No. 11 we value parent involvement. We offer monthly parent workshops covering subjects such as homework help and grade level expectations. Parents can contact our Parent Liaison with questions about our school and parent programming.</p>