



State of New Jersey  
2014-15

OVERVIEW

SALEM  
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GRADE SPAN 09-12

33-4630-050  
SALEM HIGH SCHOOL  
219 WALNUT ST  
SALEM, NJ 08079-9048

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

**DEMOGRAPHIC INFORMATION**

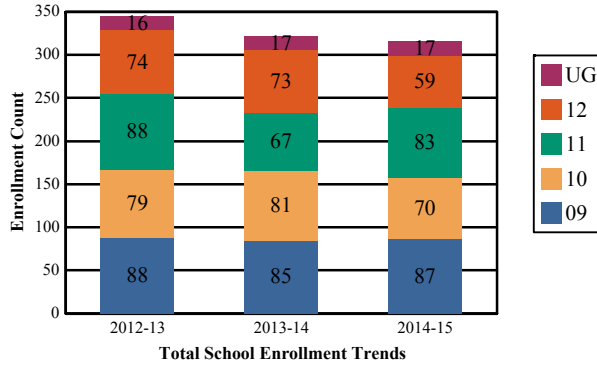
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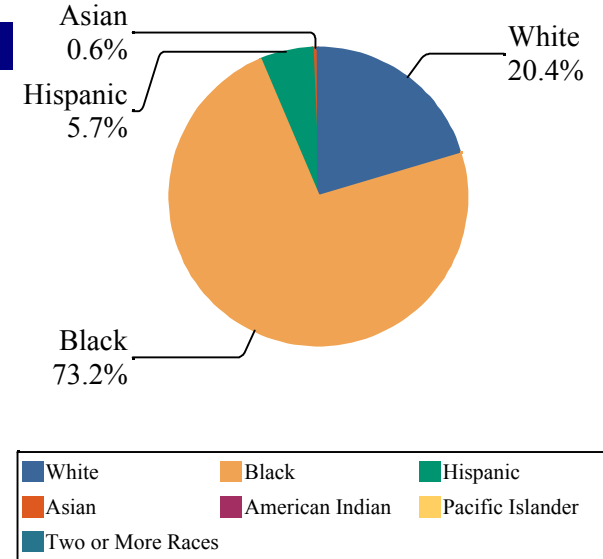
**Enrollment by Ethnic/Racial Subgroup**

**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.

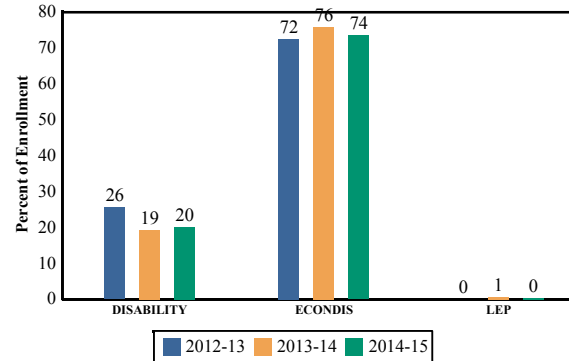


This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

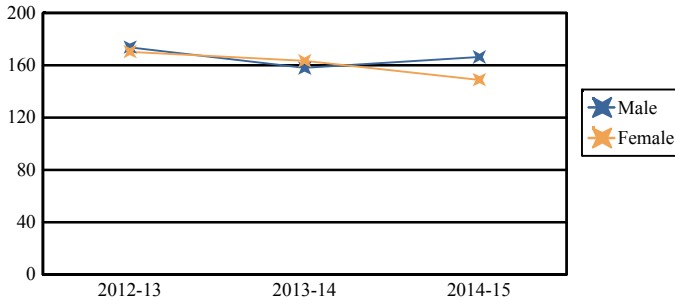


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	345
2013-14	322
2014-15	316

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	64	20%
Economically Disadvantaged Students	232	73.5%
English Language Learners	1	0.3%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	99.0%
Spanish	1.1%

	Male	Female
2012-13	174	171
2013-14	158	164
2014-15	167	149

**ACADEMIC ACHIEVEMENT**

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	22%	55	20
Math Met or Exceeded Expectation	9%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	116	21.6%	95%	81.2%	NO
White	-	-	--	--	--
African American	87	16.1%	95%	82.9%	NO
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	88	14.7%	95%	82%	NO

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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**Proficiency Outcomes - Biology**

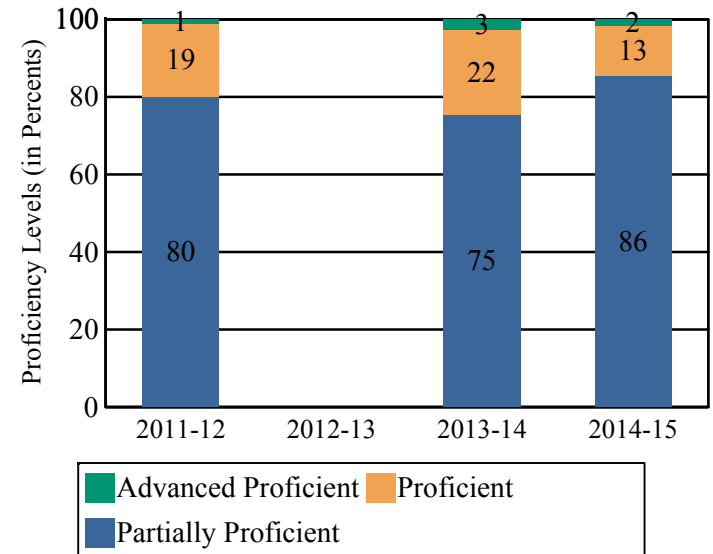
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	2%	13%	85%
White	-	-	-
African American	0%	10%	90%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**Proficiency Trends - Biology**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

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**PARCC ELA Performance Distribution - Grade - 09**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	719	739	20%	38%	28%	13%	2%	14%	41%
White	-	-	746	-	-	-	-	-	-	47%
African American	51	717	723	20%	41%	29%	10%	0%	10%	23%
Hispanic	-	-	725	-	-	-	-	-	-	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	-	-	706	-	-	-	-	-	-	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	-	-	724	-	-	-	-	-	-	24%

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**PARCC ELA Performance Distribution - Grade - 10**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	52	723	735	33%	23%	13%	21%	10%	31%	38%
White	13	747	741	15%	23%	8%	31%	23%	54%	43%
African American	36	717	717	36%	25%	14%	19%	6%	25%	22%
Hispanic	-	-	720	-	-	-	-	-	-	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	-	-	698	-	-	-	-	-	-	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	39	715	718	38%	26%	13%	21%	3%	23%	23%



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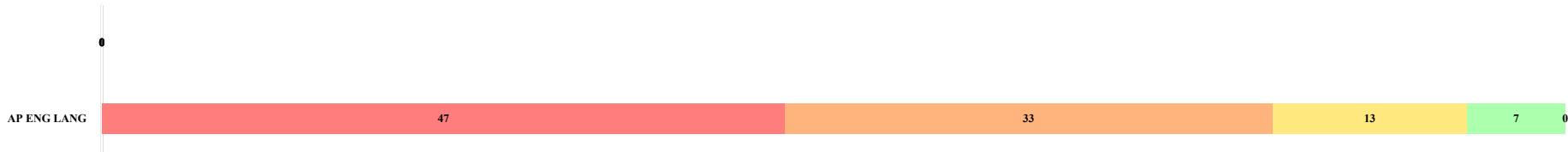
**PARCC ELA Performance Distribution - Grade - 11**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	65	736	741	17%	22%	15%	40%	6%	46%	42%
White	16	749	745	19%	6%	13%	44%	19%	63%	46%
African American	44	733	727	16%	25%	18%	39%	2%	41%	27%
Hispanic	-	-	731	-	-	-	-	-	-	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	-	-	712	-	-	-	-	-	-	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	47	725	730	23%	26%	17%	34%	0%	34%	30%

**Advanced Placement/International Baccalaureate English Performance Distribution**

This graph presents the percentage of students in this school scoring in each performance level of the AP/IB English assessment. Students who score AP >= 3 or score IB >= 4 may earn college credit. Shown below the graph is a table that presents the percentage of students who achieved a score that could potentially earn college credit and the average score earned in the school.



- Data is suppressed to protect the confidentiality of the students.

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**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

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**PARCC GEOMETRY - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	728	-	-	-	-	-	-	21%
White	-	-	731	-	-	-	-	-	-	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	-	-	718	-	-	-	-	-	-	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	718	-	-	-	-	-	-	8%

**ACADEMIC ACHIEVEMENT**

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**PARCC ALGEBRA II - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	721	-	-	-	-	-	-	24%
White	-	-	725	-	-	-	-	-	-	27%
African American	-	-	701	-	-	-	-	-	-	8%
Hispanic	-	-	706	-	-	-	-	-	-	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	-	-	705	-	-	-	-	-	-	9%

**COLLEGE AND CAREER READINESS**

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	54%	6	8	80%	NO
Percent of Students Participating in PSAT or PLAN	100%	100	100	60%	YES
Percent of Students Scoring Above 1550 on SAT	13%	68	22	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	20%	55	46	35%	NO
Percent of AP Tests >= 3 or IB Test >= 4 in English, Math, Social Studies or Science	32%	81	26	75%	NO
<b>Summary</b>		62	40		20%

**College Readiness Test Participation**

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	50.8%	78.5%	79.1%
Participating in ACT	20.3%		25.2%
Participating in PSAT or PLAN	100.0%	78.7%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

**AP/IB Participation - 'Unique' Students**

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	23.3%	23.4%	36.3%
One or More Test	19.8%	23.1%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	19.8%	19.9%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

**COLLEGE AND CAREER READINESS**

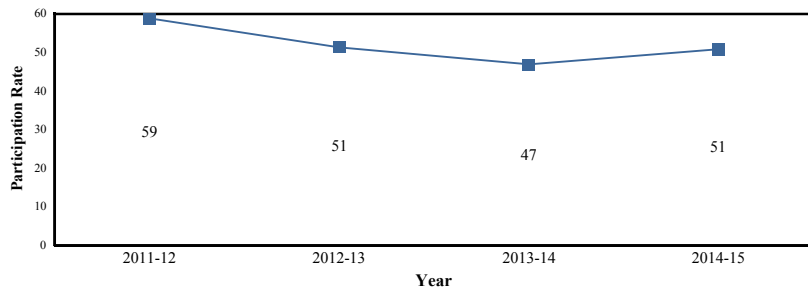
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**Participation Trends - SAT Testing**

**Participation Trends - SAT Testing**

This graph presents the participation rate in the SAT over the last four years.



**AP /IB Test Results**

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP  $\geq 3$  and scored IB  $\geq 4$ .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests $\geq 3$ or IB Test $\geq 4$	32.1%	21.8%	72.4%
Percent of Scores in AP $\geq 3$ or IB $\geq 4$ in English, Math, Social Studies or Science	32.1%	17.1%	69.7%

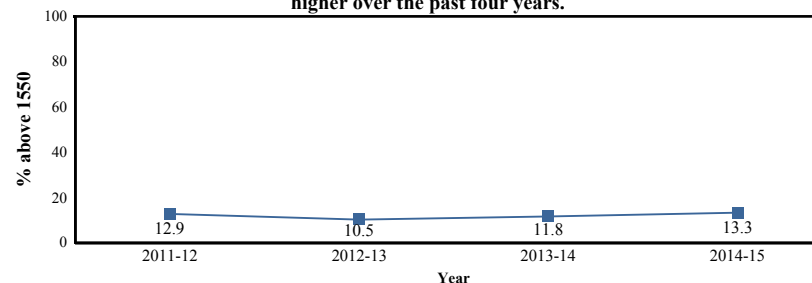
**Scholastic Assessment Test (SAT) Results**

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	13.3%	11.4%	43.8%

**SAT Benchmark Trends**

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



**Composite SAT Score**

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,225	1,227	1,508
Critical Reading	402	401	496
Mathematics	439	425	518
Writing	384	401	494

**Composite SAT Score**

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	440	468	448
50th Percentile	395	430	385
25th Percentile	330	355	310

**COLLEGE AND CAREER READINESS**

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**AP/IB Courses Offered**

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Chemistry	21	15
AP U.S. Government and Politics	18	17
AP Calculus AB	1	1
AP English Language and Composition		15
AP English Literature and Composition		1

AP/IB Course Name	Students Enrolled	Students Tested
IB Chemistry	10	7
IB Language A (English)	10	7
IB Theory of Knowledge	10	7
IB History	10	7
IB Music	7	4
IB Language B/Spanish	7	0
IB Language A (non-English)/Spanish	3	7
IB Mathematical Studies	1	1

**COLLEGE AND CAREER READINESS**

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**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	14.4%	2.1%
Drama/Theater	0.7%	3.8%
Music	18.4%	17.8%
Visual Arts	35.2%	31.7%
<b>Total: All Visual and Performing Arts</b>	<b>55.6%</b>	<b>49.9%</b>

N/R - Data Not Reported

**Participation in Career Readiness**

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	60.3%	18.3%
Structured Learning Experience	22.6%	7.0%

N/R - Data Not Reported



**GRADUATION AND POSTSECONDARY**

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SALEM, NJ 08079-9048

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	77%	39	9	78%	NO
Dropout Rate	3.8%	39	7	2%	NO
<b>SUMMARY - Graduation &amp; Post-Secondary</b>		39	8		0%

**Graduation Rate by Subgroup**

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
<b>Schoolwide</b>	77%	78%
White	-	
African American	75%	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	81%	

**Dropout Rate by Subgroup**

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
<b>Schoolwide</b>	3.8%	2%
White	3%	
African American	3.9%	
Hispanic	-	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	3.1%	
English Language Learners	-	
Economically Disadvantaged Students	3.9%	

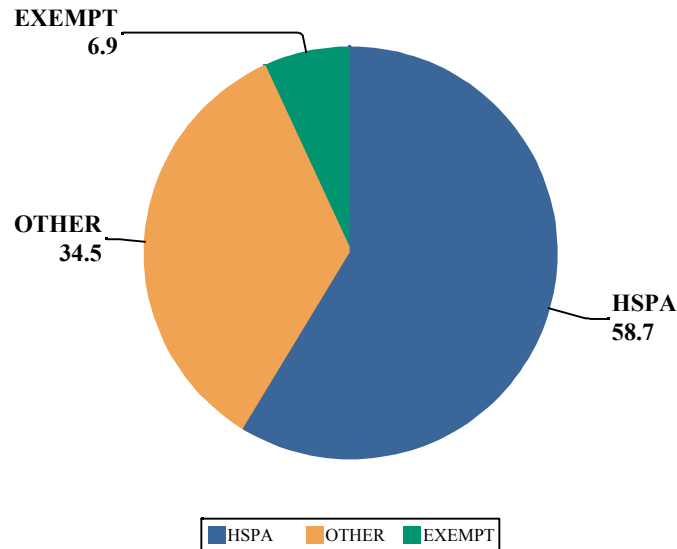
**GRADUATION AND POSTSECONDARY**

SALEM  
SALEM CITY

GRADE SPAN 09-12

**Graduation Pathway Rates**

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



**Extended Year Graduation Rate**

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	76%	76%
2013	75%	76%
2014	69%	72%
2015	77%	

**GRADUATION AND POSTSECONDARY**

SALEM  
SALEM CITY

GRADE SPAN 09-12

**Postsecondary Enrollment Rates**

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	<b>Percent Enrolled</b>	<b>Percent in 2 Year</b>	<b>Percent in 4 Year</b>
<b>Statewide</b>	<b>78.5%</b>	<b>34.3%</b>	<b>64.7%</b>
<b>Schoolwide</b>	45%	55.9%	44.1%
White	-	-	-
African American	36.7%	44.4%	55.6%
Hispanic	-	-	-
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	37%	58.8%	41.2%

**WITHIN SCHOOL ACHIEVEMENT GAP**

SALEM  
SALEM CITY

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

**Grade Level - 09**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	739	766
50th	715	739
25th	702	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	37	56

**PARCC ALG-1 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	821
75th	N/A	762
50th	N/A	735
25th	N/A	711
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	51

**WITHIN SCHOOL ACHIEVEMENT GAP**

SALEM  
SALEM CITY

GRADE SPAN 09-12

**Grade Level - 10**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	761	766
50th	718	733
25th	696	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	65	67

**Grade Level - 11**

**PARCC English Language Arts/Literacy 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	762	768
50th	742	740
25th	712	711
0th	662	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	50	57

**PARCC GEO 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	793
75th	N/A	747
50th	N/A	726
25th	N/A	710
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	37

**PARCC ALG-2 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	813
75th	N/A	748
50th	N/A	718
25th	N/A	692
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	56

**SCHOOL CLIMATE**

SALEM  
SALEM CITY

GRADE SPAN 09-12

**Length of School Day**

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

	School
2014-15	6 Hrs. 55 Mins.

**Student Suspension Rate**

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

	School
2014-15	17.8%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 15 Mins.
Shared Time	3 Hrs. 6 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	6
Administrators	158

**SCHOOL PEER GROUP**

SALEM  
SALEM CITY

GRADE SPAN 09-12

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	ATLANTIC CITY HIGH SCHOOL	01-0110-010	09-12	77.9%	7.2%	16.5%
BERGEN	GARFIELD CITY	GARFIELD HIGH SCHOOL	03-1700-050	09-12	72.9%	3.7%	14.5%
CAMDEN	CAMDEN CITY	WOODROW WILSON HIGH SCHOOL	07-0680-040	09-12	85.8%	20.5%	26.3%
CAPE MAY	WILDWOOD CITY	WILDWOOD HIGH SCHOOL	09-5790-050	09-12	76.2%	5.9%	31%
CHARTERS	FOUNDATION ACADEMY CS	FOUNDATION ACADEMY CHARTER SCHOOL	80-6017-932	KG-12	81.6%	2.8%	9.8%
CHARTERS	MARION P. THOMAS CS	MARION P. THOMAS CHARTER SCHOOL	80-7210-940	PK-12	78.9%	0%	13.8%
CHARTERS	PATERSON CS FOR SCI/TECH	PATERSON CHARTER SCHOOL FOR SCIENCE/TECHNOLOGY	80-7503-970	KG-12	79.5%	1.9%	9.5%
CUMBERLAND	BRIDGETON CITY	BRIDGETON HIGH SCHOOL	11-0540-020	09-12	86%	8%	12.4%
ESSEX	CITY OF ORANGE TWP	ORANGE HIGH SCHOOL	13-3880-050	09-12	75.3%	11%	20.5%
ESSEX	EAST ORANGE	CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL	13-1210-150	06-12	73%	0.3%	14%
ESSEX	EAST ORANGE	EAST ORANGE STEM ACADEMY HIGH SCHOOL	13-1210-030	06-12	77.4%	0.9%	2.6%
ESSEX	NEWARK CITY	ARTS HIGH SCHOOL	13-3570-010	07-12	73.1%	0%	7.9%
ESSEX	NEWARK CITY	BARD EARLY COLLEGE HIGH SCHOOL	13-3570-304	09-12	74%	0%	8%
ESSEX	NEWARK CITY	BARRINGER ARTS HIGH SCHOOL	13-3570-020	09-12	77.1%	16.4%	27%
ESSEX	NEWARK CITY	SCIENCE PARK HIGH SCHOOL	13-3570-055	07-12	74.1%	0.1%	4%
ESSEX	NEWARK CITY	UNIVERSITY HIGH SCHOOL	13-3570-057	07-12	77.7%	0.5%	8.6%
HUDSON	JERSEY CITY	INFINITY INSTITUTE	17-2390-002	06-12	77.4%	2.3%	1.5%
HUDSON	JERSEY CITY	LINCOLN HIGH SCHOOL	17-2390-070	09-12	77.4%	0.5%	23.6%
MIDDLESEX	NEW BRUNSWICK CITY	NEW BRUNSWICK HIGH SCHOOL	23-3530-050	PK-12	86.3%	12%	14.5%
MIDDLESEX	PERTH AMBOY CITY	PERTH AMBOY HIGH SCHOOL	23-4090-050	09-12	84.3%	18.7%	9.9%
MONMOUTH	ASBURY PARK CITY	ASBURY PARK HIGH SCHOOL	25-0100-010	09-12	82.2%	18.2%	15.7%
MONMOUTH	KEANSBURG BORO	KEANSBURG HIGH SCHOOL	25-2400-010	09-12	74.1%	1.1%	18.4%

**SCHOOL PEER GROUP**

SALEM  
SALEM CITY

GRADE SPAN 09-12

PASSAIC	PASSAIC CO MANCHESTER REG	PASSAIC COUNTY-MANCHESTER REGIONAL HIGH SCHOOL	31-3980-010	09-12	78.5%	3%	15.4%
PASSAIC	PATERSON CITY	SCHOOL OF BUISINESS TECHNOLOGY	31-4010-306	09-12	83%	16%	19.6%
PASSAIC	PATERSON CITY	SCHOOL OF CULINARY ARTS HOSPITALITY AND TOURISM	31-4010-002	09-12	81.4%	15.4%	19%
PASSAIC	PATERSON CITY	SCHOOL OF EDUCATION AND TRAINING	31-4010-305	09-12	82.7%	15.5%	12.3%
PASSAIC	PATERSON CITY	SCHOOL OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS	31-4010-304	09-12	84.5%	8.7%	13.2%
<b>SALEM</b>	<b>SALEM CITY</b>	<b>SALEM HIGH SCHOOL</b>	<b>33-4630-050</b>	<b>09-12</b>	<b>73.5%</b>	<b>0.3%</b>	<b>18%</b>
UNION	ELIZABETH CITY	ADMIRAL WILLIAM F. HALSEY JR. LEADERSHIP ACADEMY	39-1320-402	09-12	83.3%	15.1%	9.3%
UNION	ELIZABETH CITY	ALEXANDER HAMILTON PREPARATORY ACADEMY	39-1320-405	09-12	82.9%	2.6%	4.4%
UNION	ELIZABETH CITY	THOMAS JEFFERSON ARTS ACADEMY	39-1320-403	09-12	82.9%	8.4%	12.8%



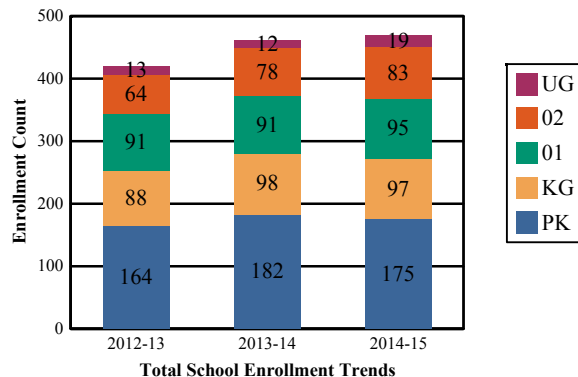
**DEMOGRAPHIC INFORMATION**

SALEM  
SALEM CITY

GRADE SPAN PK-02

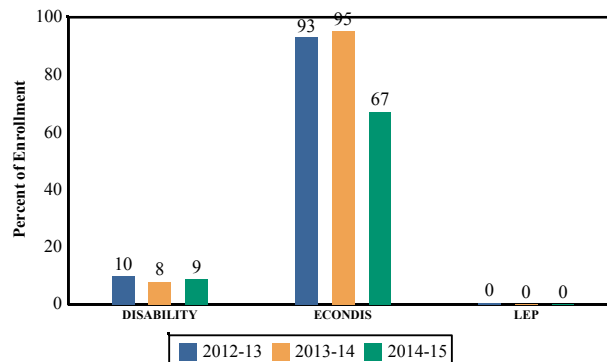
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



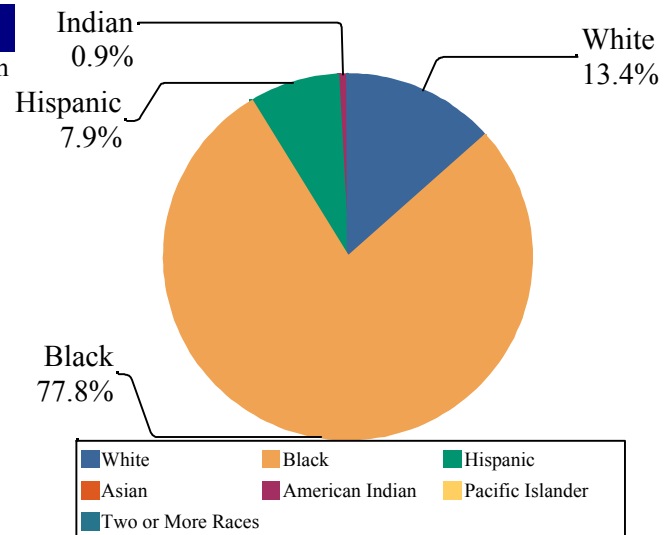
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year



**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001 American



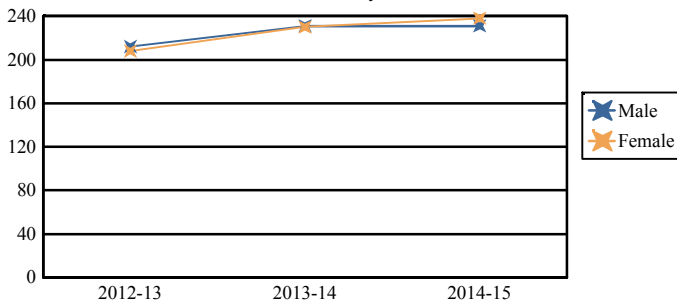
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade

**Total School Enrollment**

2012-13	420
2013-14	461
2014-15	469

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	41	9%
Economically Disadvantaged Students	315	67.2%
English Language Learners	1	0.2%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	98.3%
Spanish	1.1%
Creoles and pidgins, Engli	0.2%
French	0.2%
Chinese	0.2%

	Male	Female
2012-13	212	208
2013-14	231	230
2014-15	231	238

**SCHOOL CLIMATE**

SALEM  
SALEM CITY

GRADE SPAN PK-02

**Length of School Day**

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

	School
2014-15	7 Hrs. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	6.4%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	7 Hrs. 0 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	13
Administrators	469

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

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

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

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

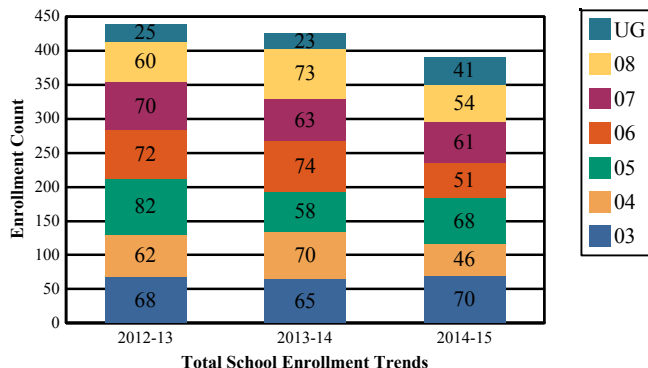
**DEMOGRAPHIC INFORMATION**

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GRADE SPAN 03-08

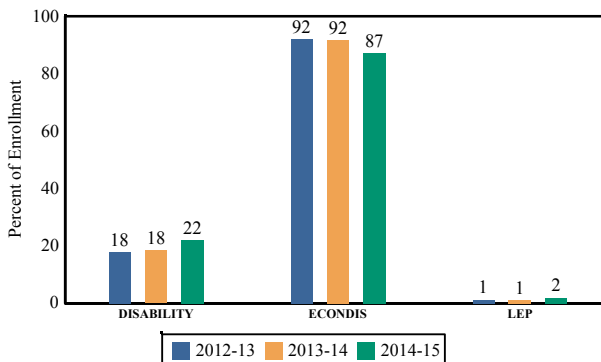
**Enrollment by Grade**

This graph presents the count of students who were 'on roll' by grade in October of each school year.



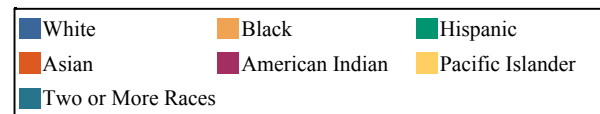
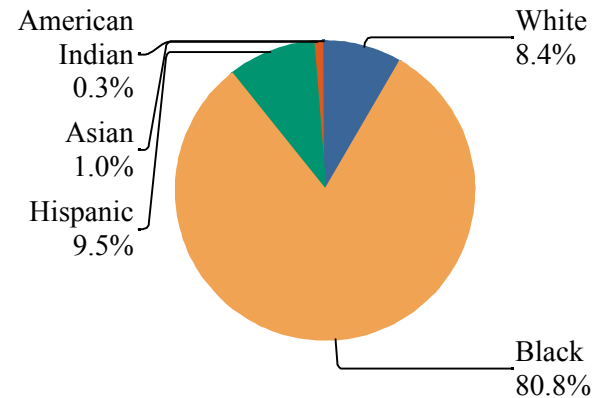
**Enrollment Trends by Program Participation**

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



**Enrollment by Ethnic/Racial Subgroup**

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



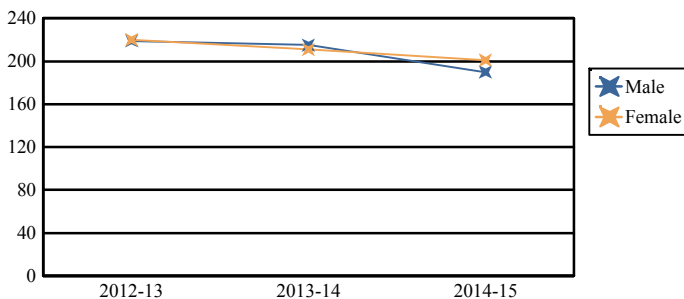
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

**Total School Enrollment**

2012-13	439
2013-14	426
2014-15	391

**Enrollment by Gender**

This graph presents the count of students by gender who were 'on roll' in October of each school year.



**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	86	22%
Economically Disadvantaged Students	341	87.2%
English Language Learners	7	1.8%

**Language Diversity**

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	97.1%
Spanish	1.6%
Chinese	1.1%
French	0.3%

	Male	Female
2012-13	219	220
2013-14	215	211
2014-15	190	201

**ACADEMIC ACHIEVEMENT**

SALEM  
SALEM CITY

GRADE SPAN 03-08

The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	18%	52	10
Math Met or Exceeded Expectation	9%		

**ESEA Waiver - English Language Arts/Literacy**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	323	17.6%	95%	89%	YES*
White	-	-	--	--	--
African American	263	17.1%	95%	88.3%	NO
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	293	18.1%	95%	90.9%	YES*

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

SALEM  
SALEM CITY

GRADE SPAN 03-08

**ESEA Waiver - Math**

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	-	-	--	--	--
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	-	-	--	--	--
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	-	-	--	--	--

**YES\* = Met Participation Rate (Participation Averaging applied)**

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**ACADEMIC ACHIEVEMENT**

SALEM  
SALEM CITY

GRADE SPAN 03-08

**PARCC Performance Level**

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students’ fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students’ overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students’ overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
<b>Level 1:</b> Did Not Yet Meet Expectations <i>(Min. 650)</i>	<b>Level 2:</b> Partially Met Expectations	<b>Level 3:</b> Approached Expectations	<b>Level 4:</b> Met Expectations	<b>Level 5:</b> Exceeded Expectations <i>(Max. 850)</i>

**ACADEMIC ACHIEVEMENT**

SALEM  
SALEM CITY

GRADE SPAN 03-08

**PARCC ELA Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	58	712	744	36%	31%	19%	14%	0%	14%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	43	712	725	37%	30%	16%	16%	0%	16%	26%
Hispanic	-	-	727	-	-	-	-	-	-	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	53	715	724	32%	32%	21%	15%	0%	15%	24%



**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

SALEM MIDDLE SCHOOL  
51 NEW MARKET STREET  
SALEM, NJ 08079-9048

**PARCC ELA Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	715	751	33%	28%	26%	10%	3%	13%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	33	717	733	27%	33%	27%	9%	3%	12%	30%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	38	714	734	34%	29%	24%	11%	3%	13%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC ELA Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	64	717	751	23%	44%	20%	13%	0%	13%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	51	716	734	24%	45%	20%	12%	0%	12%	31%
Hispanic	-	-	737	-	-	-	-	-	-	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	59	717	734	22%	44%	20%	14%	0%	14%	31%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

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51 NEW MARKET STREET  
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**PARCC ELA Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	721	749	26%	34%	20%	16%	4%	20%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	41	719	732	27%	34%	22%	12%	5%	17%	29%
Hispanic	-	-	736	-	-	-	-	-	-	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	-	-	770	-	-	-	-	-	-	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	45	721	733	27%	33%	18%	18%	4%	22%	30%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC ELA Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	63	716	750	33%	25%	21%	19%	2%	21%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	56	715	730	34%	27%	20%	18%	2%	20%	31%
Hispanic	-	-	736	-	-	-	-	-	-	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	57	715	733	35%	26%	21%	16%	2%	18%	33%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC ELA Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	49	723	750	29%	24%	20%	27%	0%	27%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	39	720	730	33%	21%	21%	26%	0%	26%	31%
Hispanic	-	-	735	-	-	-	-	-	-	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	41	724	732	29%	24%	17%	29%	0%	29%	34%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC MATH - Performance Distribution - Grade - 03**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	746	-	-	-	-	-	-	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	-	-	728	-	-	-	-	-	-	25%
Hispanic	-	-	733	-	-	-	-	-	-	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	26%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC MATH - Performance Distribution - Grade - 04**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	-	-	732	-	-	-	-	-	-	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	-	-	730	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC MATH - Performance Distribution - Grade - 05**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	744	-	-	-	-	-	-	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	-	-	733	-	-	-	-	-	-	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	-	-	731	-	-	-	-	-	-	23%



**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC MATH - Performance Distribution - Grade - 06**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	50	719	743	10%	58%	22%	10%	0%	10%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	41	719	726	12%	56%	22%	10%	0%	10%	19%
Hispanic	-	-	731	-	-	-	-	-	-	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	-	-	768	-	-	-	-	-	-	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	-	-	729	-	-	-	-	-	-	23%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC MATH - Performance Distribution - Grade - 07**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	-	-	730	-	-	-	-	-	-	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	-	-	728	-	-	-	-	-	-	21%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC MATH - Performance Distribution - Grade - 08**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	41	710	726	37%	29%	22%	12%	0%	12%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	34	710	715	35%	32%	18%	15%	0%	15%	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	35	711	719	37%	29%	20%	14%	0%	14%	17%

**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**PARCC ALGEBRA I - Performance Distribution**

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	740	-	-	-	-	-	-	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	-	-	725	-	-	-	-	-	-	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	-	-	725	-	-	-	-	-	-	21%

**2015 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation’s students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation’s Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

- Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
- Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
- Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
- Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

SALEM  
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GRADE SPAN 03-08

**NJASK Results - Science Grade Level - 04**

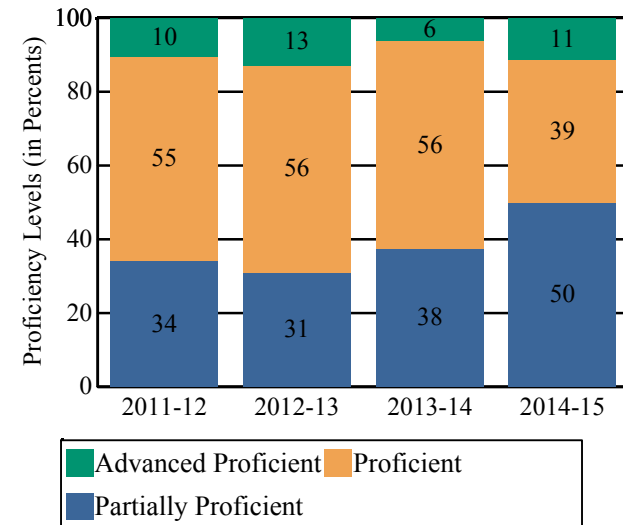
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	11%	39%	50%
White	-	-	-
African American	8%	44%	47%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	18%	82%
English Language Learners	-	-	-
Economically Disadvantaged Students	5%	41%	54%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 04**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**ACADEMIC ACHIEVEMENT**

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GRADE SPAN 03-08

**NJASK Results - Science Grade Level - 08**

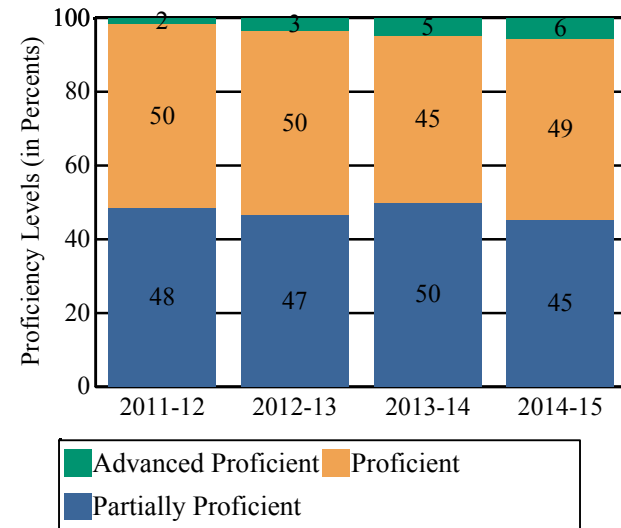
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	49%	45%
White	-	-	-
African American	5%	44%	51%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	24%	76%
English Language Learners	-	-	-
Economically Disadvantaged Students	5%	49%	46%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

**NJASK Proficiency Trends - Science - Grade Level - 08**

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**COLLEGE AND CAREER READINESS**

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SALEM MIDDLE SCHOOL  
51 NEW MARKET STREET  
SALEM, NJ 08079-9048

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

**Algebra I Course Enrollment**

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
-	-

**Algebra I Test Taking**

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
-	-

- Data Suppressed to protect the confidentiality of students



**COLLEGE AND CAREER READINESS**

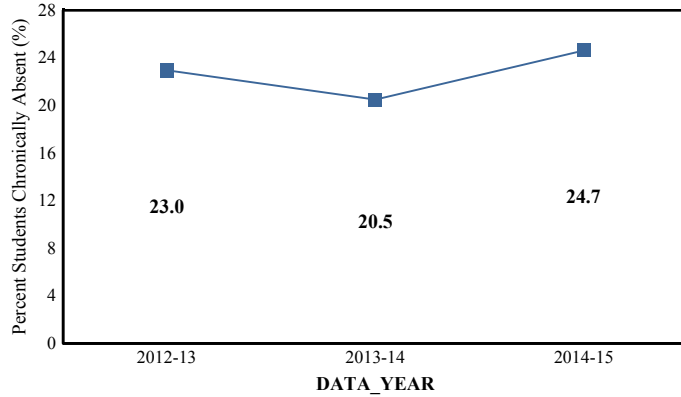
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GRADE SPAN 03-08

33-4630-090  
SALEM MIDDLE SCHOOL  
51 NEW MARKET STREET  
SALEM, NJ 08079-9048

**Chronic Absenteeism Trend**

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

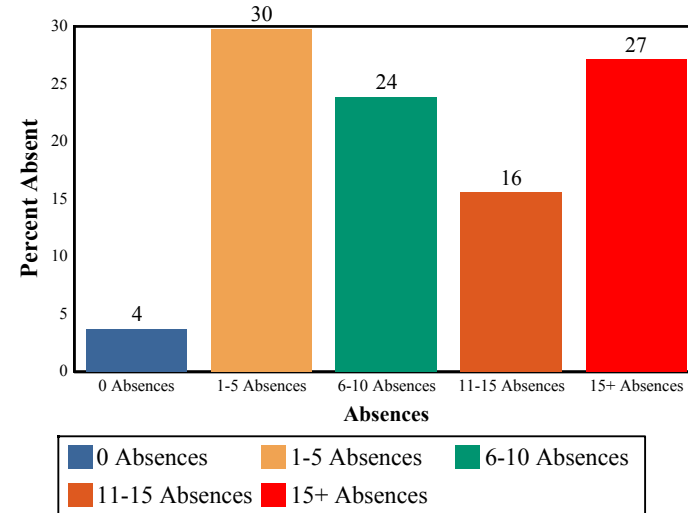


**Chronic Absenteeism for 2014-15**

**24.66%**

**Absenteeism**

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



**Visual and Performing Arts**

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	100.0%	66.0%
Visual Arts	100.0%	71.1%
<b>Total: All Visual and Performing Arts</b>	100.0%	89.8%

N/R - Data Not Reported

**STUDENT GROWTH**

SALEM  
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GRADE SPAN 03-08

SALEM MIDDLE SCHOOL  
51 NEW MARKET STREET  
SALEM, NJ 08079-9048

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

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	49	55	49	35	YES
Student Growth on Math	37	26	18	35	YES
		41	34		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	18%	7%	0%
Partially Met	13%	10%	8%
Approached	5%	4%	12%
Met	1%	5%	13%
Exceeded	0%	0%	1%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	21%	5%	0%
Partially Met	16%	15%	12%
Approached	5%	9%	10%
Met	1%	1%	6%
Exceeded	0%	0%	0%

**Low Growth** is defined as an Student Growth Percentile score less than 35.  
**Typical Growth** is defined as an Student Growth Percentile score between 35 and 65.  
**High Growth** is defined as a Student Growth Percentile score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

SALEM  
SALEM CITY

GRADE SPAN 03-08

SALEM MIDDLE SCHOOL  
51 NEW MARKET STREET  
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

**Grade Level - 03**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	783	850
75th	731	770
50th	715	743
25th	688	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	55

**Grade Level - 03**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	767
50th	N/A	745
25th	N/A	722
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	45

**WITHIN SCHOOL ACHIEVEMENT GAP**

SALEM  
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SALEM MIDDLE SCHOOL  
51 NEW MARKET STREET  
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GRADE SPAN 03-08

**Grade Level - 04**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	789	850
75th	738	773
50th	718	750
25th	694	728
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	44	45

**Grade Level - 05**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	731	773
50th	714	751
25th	701	728
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	45

**Grade Level - 04**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	764
50th	N/A	742
25th	N/A	721
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	43

**Grade Level - 05**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	763
50th	N/A	743
25th	N/A	723
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	40

**WITHIN SCHOOL ACHIEVEMENT GAP**

SALEM  
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**Grade Level - 07**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	782	850
75th	744	776
50th	721	751
25th	690	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	52

**Grade Level - 08**

**PARCC Language Arts 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	788	850
75th	748	777
50th	719	751
25th	697	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	54

**Grade Level - 07**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	759
50th	N/A	740
25th	N/A	720
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	39

**Grade Level - 08**

**PARCC MATH 25th %ile vs 75th%ile**

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	771	850
75th	732	748
50th	707	726
25th	686	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	44

**SCHOOL CLIMATE**

SALEM  
SALEM CITY

GRADE SPAN 03-08

**Length of School Day**

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

	School
2014-15	7 Hrs. 0 Mins.

**Student Suspension Rate**

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

	School
2014-15	89.8%

**Instructional Time**

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	6 Hrs. 20 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	10
Administrators	98

**SCHOOL PEER GROUP**

SALEM  
SALEM CITY

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SALEM MIDDLE SCHOOL  
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES</u> <u>SPAN</u>	<u>ECONOMICALLY</u> <u>DISADVANTAGED</u>	<u>ENGLISH</u> <u>LANGUAGE</u> <u>LEARNERS</u>	<u>SPECIAL</u> <u>EDUCATION</u>
CAMDEN	CAMDEN CITY	COOPER'S POYNT FAMILY SCHOOL	07-0680-165	PK-08	90.6%	2.8%	18.1%
CAMDEN	CAMDEN CITY	DR. HENRY H. DAVIS ELEMENTARY SCHOOL	07-0680-180	PK-08	90.6%	6.4%	19.7%
CAMDEN	CAMDEN CITY	DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL	07-0680-320	PK-08	91.4%	10.4%	11.2%
CAMDEN	CAMDEN CITY	VETERANS MEMORIAL FAMILY SCHOOL	07-0680-080	PK-08	91%	7.8%	18%
CAMDEN	WOODLYNNE BORO	WOODLYNNE BORO PUBLIC SCHOOL	07-5900-050	PK-08	90.8%	9.2%	19.6%
CHARTERS	CAMDEN'S PROMISE CS	CAMDEN'S PROMISE CHARTER SCHOOL	80-6215-910	05-08	90.8%	4.3%	12.3%
CHARTERS	HOPE ACADEMY CS	HOPE ACADEMY CHARTER SCHOOL	80-6740-950	KG-08	94.6%	8.4%	9.8%
CUMBERLANI	BRIDGETON CITY	BROAD STREET SCHOOL	11-0540-030	KG-08	97.8%	37.6%	10.2%
CUMBERLANI	BRIDGETON CITY	CHERRY STREET SCHOOL	11-0540-055	KG-08	97.6%	28.7%	5.2%
CUMBERLANI	BRIDGETON CITY	INDIAN AVE SCHOOL	11-0540-060	KG-08	95%	27.7%	12.9%
CUMBERLANI	BRIDGETON CITY	WEST AVENUE SCHOOL	11-0540-130	KG-08	90.6%	7.5%	7.7%
CUMBERLANI	VINELAND CITY	LANDIS MIDDLE SCHOOL	11-5390-055	06-08	93.2%	20%	14.9%
ESSEX	NEWARK CITY	AVON AVENUE SCHOOL	13-3570-220	KG-08	87.7%	0%	9.2%
ESSEX	NEWARK CITY	CLEVELAND EIGHTEENTH AVENUE SCHOOL	13-3570-350	PK-08	87.5%	1.4%	22.8%
ESSEX	NEWARK CITY	HAWKINS STREET SCHOOL	13-3570-460	PK-08	94.3%	26%	11.6%
ESSEX	NEWARK CITY	LOUISE A SPENCER ELEMENTARY SCHOOL	13-3570-495	KG-09	80.8%	0%	42.2%
ESSEX	NEWARK CITY	THIRTEENTH AVENUE SCHOOL	13-3570-715	PK-08	84.9%	1.7%	24.9%
HUDSON	JERSEY CITY	MARTIN LUTHER KING CHAPLAIN CHARLES WATTERS SCHOOL	17-2390-220	KG-08	91.2%	10.5%	10.4%
HUDSON	JERSEY CITY	DR. CHARLES P. DEFUCCIO SCHOOL	17-2390-330	PK-08	92.7%	8%	17.2%
HUDSON	JERSEY CITY	JULIA A. BARNES SCHOOL	17-2390-150	PK-08	91%	6.3%	14.1%
HUDSON	UNION CITY	EMERSON MIDDLE SCHOOL	17-5240-105	06-08	94.4%	12.3%	13.7%
MERCER	TRENTON CITY	DUNN MIDDLE SCHOOL	21-5210-100	06-08	92.2%	17.5%	18.3%



**SCHOOL PEER GROUP**

SALEM  
SALEM CITY

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SALEM MIDDLE SCHOOL  
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MERCER	TRENTON CITY	JOYCE KILMER MIDDLE SCHOOL	21-5210-235	06-08	88.5%	0%	21.6%
MIDDLESEX	NEW BRUNSWICK CITY	MCKINLEY COMMUNITY SCHOOL	23-3530-110	PK-08	89.1%	2.2%	16.6%
MIDDLESEX	NEW BRUNSWICK CITY	NEW BRUNSWICK MIDDLE SCHOOL	23-3530-055	06-08	93.4%	13.4%	15.6%
PASSAIC	PATERSON CITY	CHARLES J RILEY SCHOOL 9	31-4010-130	KG-08	94.8%	22.4%	7.6%
PASSAIC	PATERSON CITY	DON BOSCO ACADEMY	31-4010-301	06-08	90.2%	10.3%	12.2%
PASSAIC	PATERSON CITY	NEW ROBERTO CLEMENTE	31-4010-316	06-08	92.5%	15.2%	16.2%
PASSAIC	PATERSON CITY	SCHOOL 2	31-4010-060	KG-08	94%	16%	20.8%
SALEM	SALEM CITY	SALEM MIDDLE SCHOOL	33-4630-090	03-08	87.2%	1.8%	21.7%
UNION	ELIZABETH CITY	BENJAMIN FRANKLIN SCHOOL NO. 13	39-1320-160	KG-08	90.8%	15.3%	19.2%