



State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020
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2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
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Grade Span 09-12

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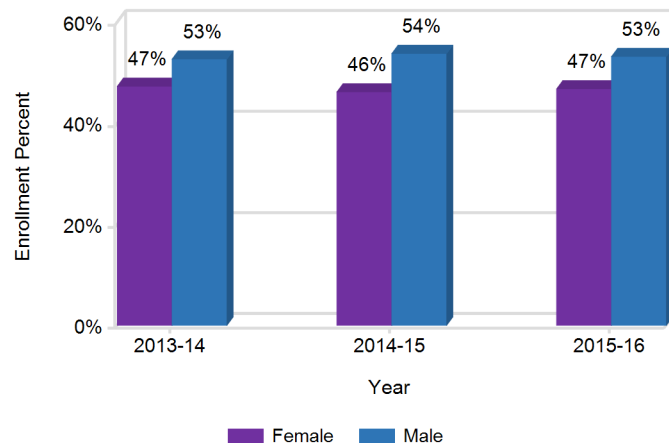
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 09	315	326	333
Grade 10	393	402	356
Grade 11	347	371	319
Grade 12	349	41	356
UG	26	13	35
Total	1429	1152	1399

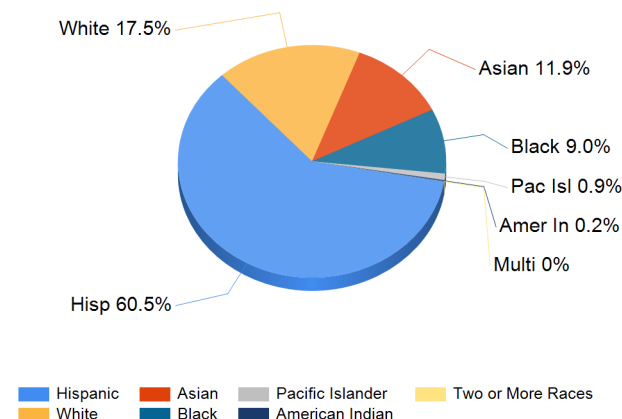
Enrollment by Gender

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



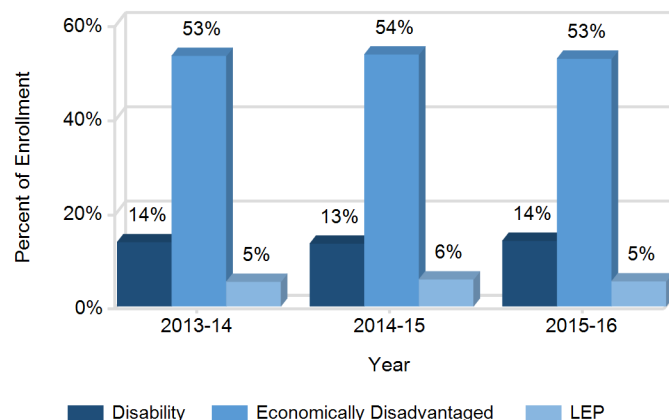
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	63.1%
Spanish	27.2%
Arabic	1.7%
Tagalog	1.5%
Philippine languages	1.4%
Other	5.3%

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



State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	34%	S	34
Mathematics Met or Exceeded Expectations	14%	S	24

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	685	34%	34	98%	✓	695	14%	24	97%	✓
White	110	37%	20	98%	✓	110	20%	19	97%	✓
African American	66	32%	56	99%	✓	66	9%	37	99%	✓
Hispanic	420	29%	41	98%	✓	429	11%	24	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	87	60%	38	99%	✓	88	28%	16	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	105	3%	19	98%	✓	111	2%	27	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	377	29%	50	99%	✓	385	14%	37	97%	✓



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2015-2016

Grade Span 09-12

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ESSEX

BELLEVILLE TOWN

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PARCC ELA Performance Distribution - Grade 09

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	340	739	739	746	17%	18%	24%	35%	7%	42%	49%
White	54	740	740	754	17%	20%	20%	33%	9%	43%	58%
African American	S	S	S	729	S	S	S	S	S	S	30%
Hispanic	213	734	734	730	19%	18%	25%	35%	2%	37%	34%
Asian	43	761	761	774	9%	12%	12%	42%	26%	67%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	185	733	733	729	21%	18%	26%	33%	3%	36%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
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State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

Belleville High School

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BELLEVILLE, NJ 07109-1807

PARCC ELA Performance Distribution - Grade 10

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	350	724	724	740	29%	15%	29%	24%	3%	27%	44%
White	57	723	723	747	28%	19%	21%	28%	4%	32%	50%
African American	38	728	728	722	24%	13%	34%	26%	3%	29%	28%
Hispanic	211	719	719	726	33%	15%	32%	19%	2%	20%	33%
Asian	44	744	744	767	16%	14%	18%	41%	11%	52%	69%
American Indian	N	N	N	729	N	N	N	N	N	N	35%
Two or More Races	N	N	N	741	N	N	N	N	N	N	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	197	720	720	723	32%	17%	28%	19%	4%	23%	30%

■ Did Not Yet Meet Expectations
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State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

Belleville High School

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BELLEVILLE, NJ 07109-1807

**PARCC ELA Performance Distribution - Grade 11

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	305	730	730	736	23%	18%	24%	31%	4%	35%	40%
White	57	724	724	739	28%	18%	23%	28%	4%	32%	42%
African American	S	S	S	728	S	S	S	S	S	S	30%
Hispanic	183	728	728	732	25%	21%	22%	28%	3%	31%	37%
Asian	41	753	753	753	7%	7%	27%	49%	10%	59%	58%
American Indian	S	S	S	735	S	S	S	S	S	S	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	17	695	695	702	71%	12%	6%	12%	N	12%	8%
Economically Disadvantaged Students	173	726	726	730	30%	17%	21%	28%	4%	32%	33%

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

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



State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

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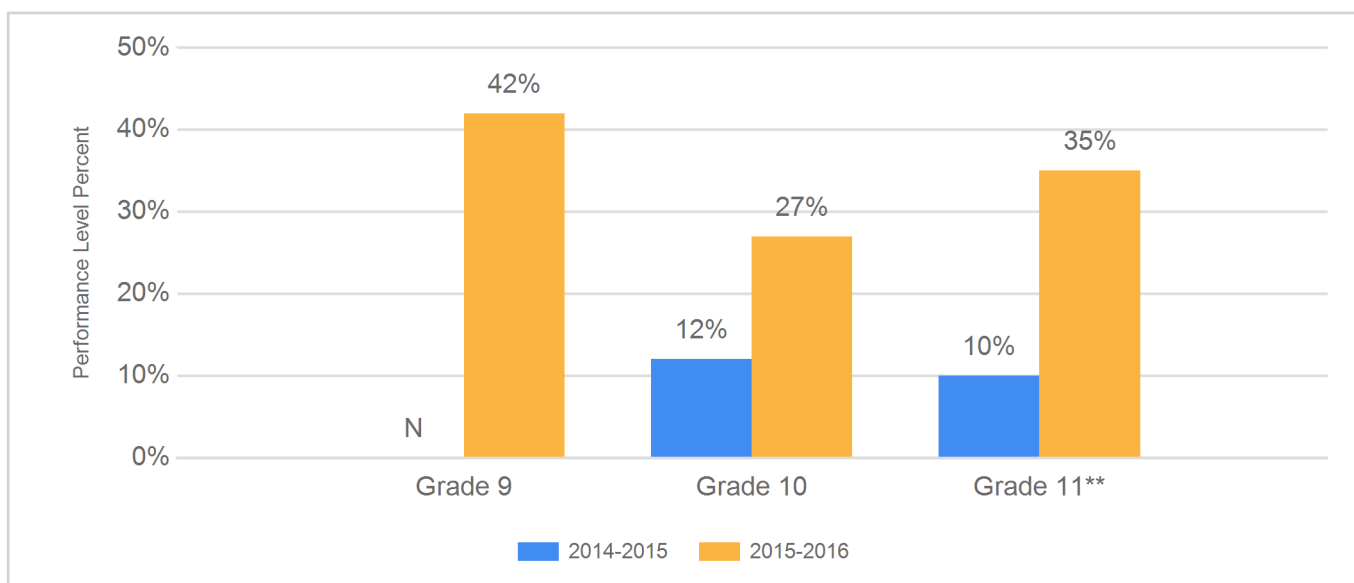
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PARCC ELA Performance Trends

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



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State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

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BELLEVILLE, NJ 07109-1807

PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	412	720	720	727	23%	32%	26%	19%	N	19%	41%
White	63	724	724	734	22%	24%	27%	27%	N	27%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	267	715	715	720	27%	36%	23%	14%	N	14%	25%
Asian	45	745	745	746	7%	11%	36%	47%	N	47%	76%
American Indian	S	S	S	726	S	S	S	S	S	S	38%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	242	715	715	719	30%	33%	22%	16%	N	16%	23%

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State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

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PARCC Performance Distribution - Geometry

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	730	S	S	S	S	S	S	27%
White	S	S	S	736	S	S	S	S	S	S	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	S	S	S	750	S	S	S	S	S	S	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	N	N	N	730	N	N	N	N	N	N	29%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

Belleville High School

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BELLEVILLE, NJ 07109-1807

PARCC Performance Distribution - Algebra II

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	S	722	S	S	S	S	S	S	27%
White	S	S	S	728	S	S	S	S	S	S	31%
African American	S	S	S	700	S	S	S	S	S	S	8%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	S	S	S	754	S	S	S	S	S	S	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	N	N	N	727	N	N	N	N	N	N	34%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	S	S	S	705	S	S	S	S	S	S	11%

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State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

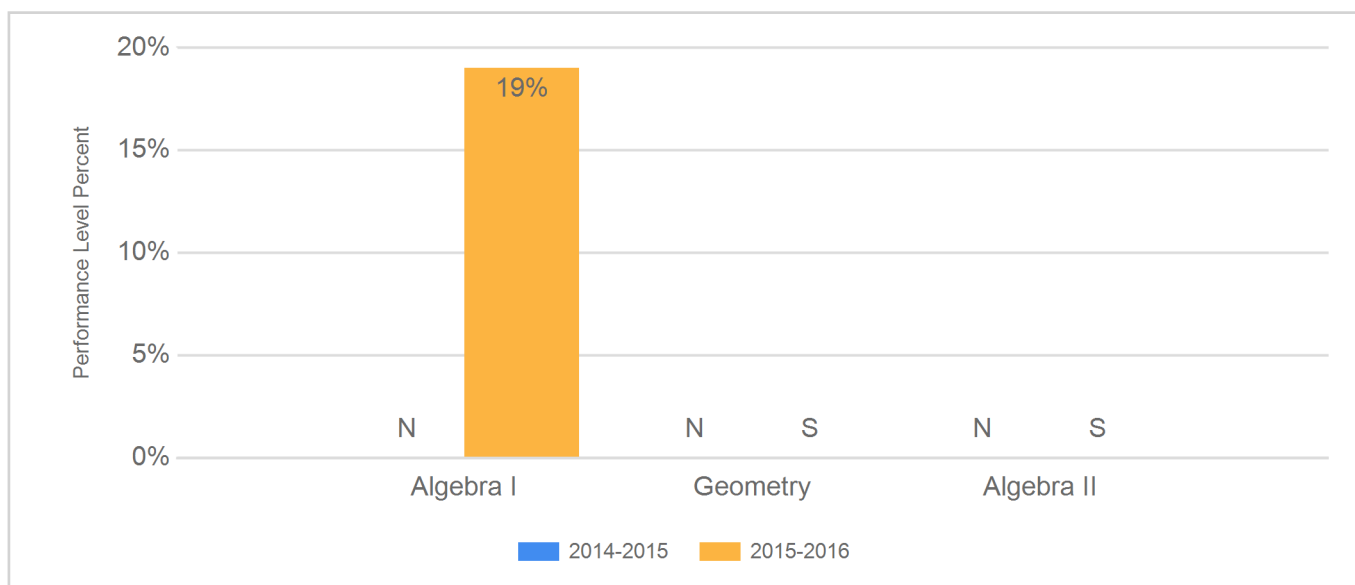
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BELLEVILLE, NJ 07109-1807

PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

Belleville High School

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BELLEVILLE, NJ 07109-1807

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

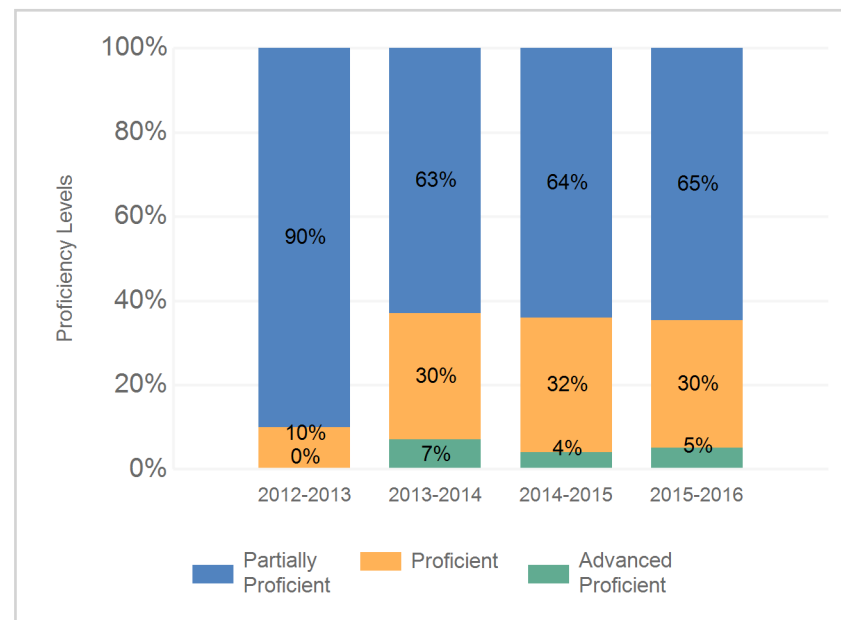
Proficiency Outcomes - Biology

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	5%	30%	65%
White	8%	38%	55%
African American	10%	23%	68%
Hispanic	1%	27%	72%
American Indian	S	S	S
Asian	22%	43%	35%
Two or More Races	N	N	N
Students with Disability	N	4%	96%
English Language Learners	N	19%	81%
Economically Disadvantaged Students	3%	26%	72%

Proficiency Trends - Biology

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





State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

Belleville High School

100 PASSAIC AVE

BELLEVILLE, NJ 07109-1807

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

PSAT/SAT/ACT Participation

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

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	92.5%	95.5%
Percent of Students Participating in SAT	56.7%	58.0%
Percent of Students Participating in ACT	5.1%	27.6%

PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
PSAT	862	950
SAT	-	-
Reading and Writing	487	537
Math	485	538
ACT	-	-
Reading	S	23
English	S	22
Math	S	23
Science	S	22

PSAT/SAT/ACT Benchmarks

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

2015-16	Benchmark	Schoolwide	Statewide
PSAT	N	N	N
SAT	-	-	-
Reading and Writing	480	55%	71%
Math	530	32%	53%
ACT	-	-	-
Reading	22	39%	58%
English	18	39%	74%
Math	22	28%	61%
Science	23	N	49%

PSAT/SAT/ACT Performance by Percentile

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

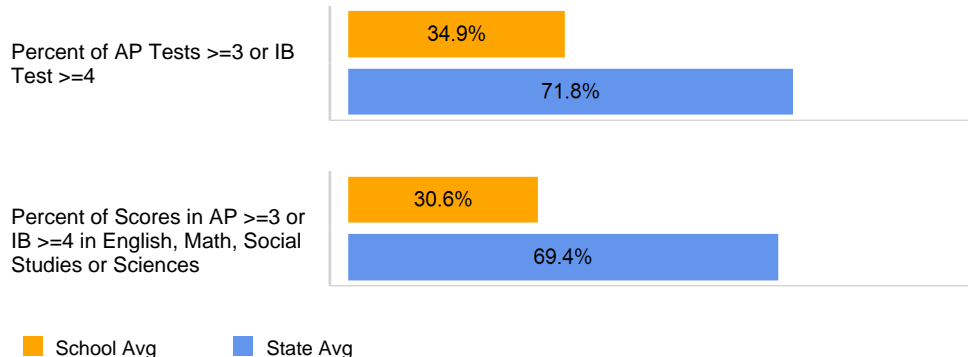
2015-16	75 Percentile	50 Percentile	25 Percentile
PSAT	940	840	760
SAT	-	-	-
Reading and Writing	540	480	430
Math	540	480	420
ACT	-	-	-
Reading	S	S	S
English	S	S	S
Math	S	S	S
Science	S	S	S

State of New Jersey
2015-2016

Grade Span 09-12

AP/ IB Test Performance

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Art—History of Art	5	4
AP Biology	18	18
AP Calculus AB	21	17
AP Calculus BC	0	3
AP Chemistry	14	14
AP English Language and Composition	11	12
AP English Literature and Composition	13	12
AP Environmental Science	9	8
AP French Language	5	5
AP Italian Language and Culture	0	1
AP Spanish Language	0	18
AP U.S. Government and Politics	49	46
AP U.S. History	13	11
Student AP Tests ≥ 3 and IB Tests ≥ 4		44

Advanced Course Work Participation

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

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	17.3%	39.1%
One of More Test	18.7%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	16.0%	26.6%
Participating in Dual Enrollment	0.0%	15.4%



State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

Belleville High School

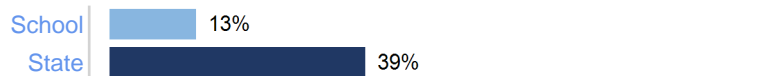
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Visual and Performing Arts

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

MUSIC



DRAMA



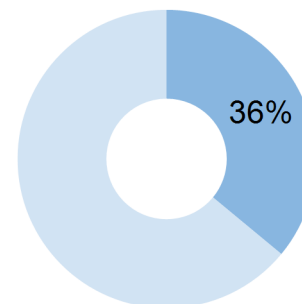
DANCE



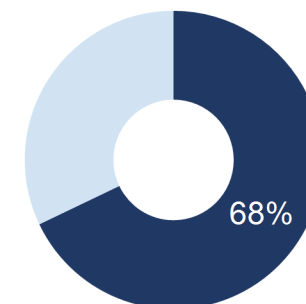
VISUAL ARTS



Any Visual and Performing Arts



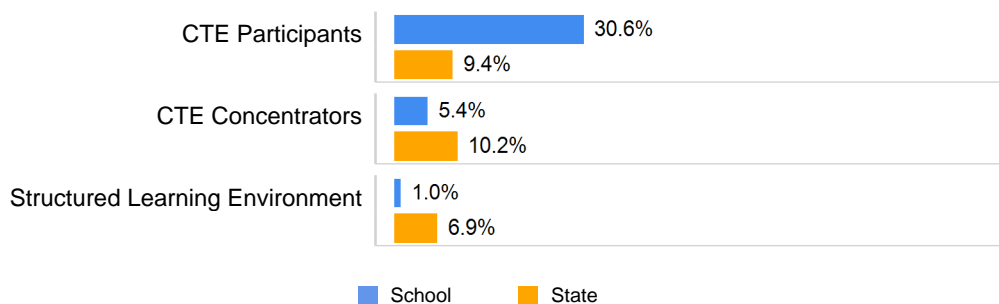
School



State

Career and Technical Education Participation

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



■ School ■ State



State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

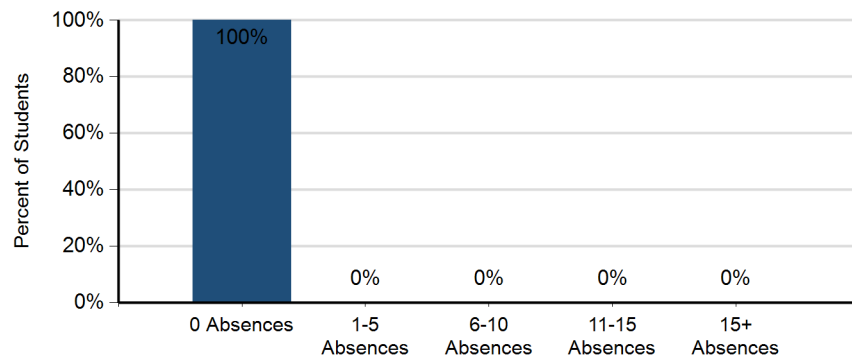
Belleville High School

100 PASSAIC AVE

BELLEVILLE, NJ 07109-1807

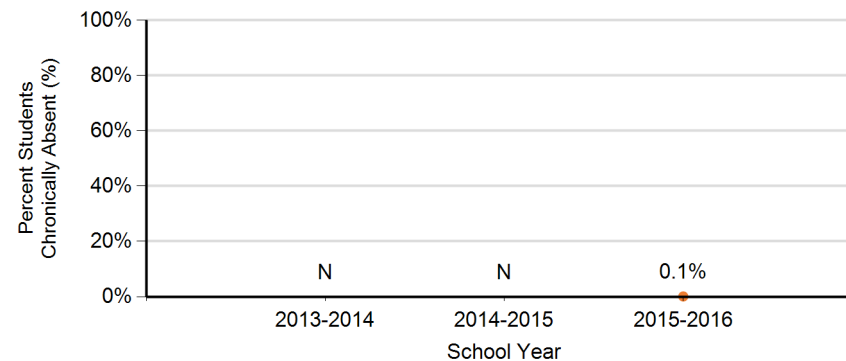
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

ESSEX

BELLEVILLE TOWN

Belleville High School

100 PASSAIC AVE

BELLEVILLE, NJ 07109-1807

Graduation Rate by Subgroup

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

	School Rate	Statewide Percentile	State Target
Schoolwide	85.2%	21	81%
White	90.9%	25	
African American	73.7%	17	
Hispanic	82.9%	27	
American Indian	N	N	
Asian	95.7%	24	
Native Hawaiian	S	S	
Two or More Races	N	N	
Students with Disability	75%	27	
English Language Learners	S	S	
Economically Disadvantaged Students	82.7%	31	

Dropout Rate by Subgroup

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

	School Rate	State Rate
Schoolwide	1.2%	1.2%
White	0.8%	0.6%
African American	0.8%	2.6%
Hispanic	1.7%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	2.5%	1.7%
English Language Learners	N	0.1%
Economically Disadvantaged Students	1.7%	1.7%



State of New Jersey
2015-2016

Grade Span 09-12

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Extended Year Graduation Rate

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

Class of	4-Year Rate	5-Year Rate
2013	85%	91%
2014	76%	89%
2015	92%	94%
2016	85%	

Postsecondary Enrollment Rates

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

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	71.5%	43.4%	56.6%
White	60.0%	33.3%	66.7%
African American	70.3%	46.2%	53.8%
Hispanic	73.6%	48.1%	51.9%
American Indian	0.0%	0.0%	0.0%
Asian	77.8%	28.6%	71.4%
Native Hawaiian	S	S	S
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	53.7%	77.3%	22.7%
English Language Learners	S	S	S
Economically Disadvantaged Students	71.9%	46.1%	53.9%



State of New Jersey
2015-2016

Grade Span 09-12

13-0250-020

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Length of School Day

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

	School
2015-16	6 Hrs. 34 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 50 Mins.
Shared Time	2 Hrs. 44 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	280:1

Student Suspension Rate

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

	School
2015-16	14.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
2015-2016

Grade Span 06-08

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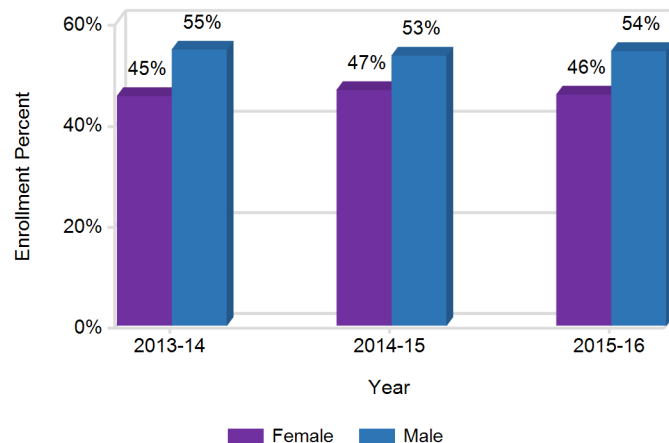
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade 06	283	338	330
Grade 07	343	348	292
Grade 08	320	318	349
UG	38	37	53
Total	984	1041	1024

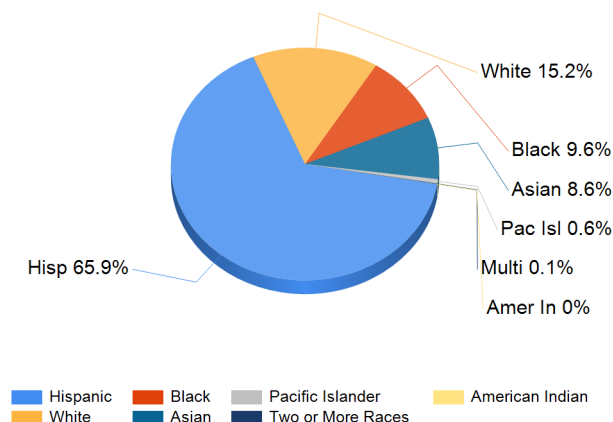
Enrollment by Gender

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



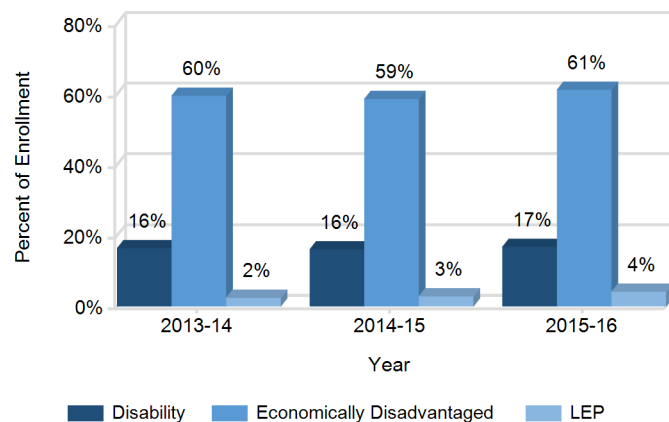
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	61.4%
Spanish	30.3%
Arabic	1.8%
Philippine languages	1.1%
Portuguese	1.1%
Other	4.5%

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



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	42%	63	29
Mathematics Met or Exceeded Expectations	24%	38	14

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	975	42%	29	96%	✓	978	24%	14	96%	✓
White	145	48%	26	93%	✓	144	30%	12	92%	✓
African American	93	30%	38	95%	✓	93	12%	25	95%	✓
Hispanic	643	40%	42	97%	✓	646	20%	20	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	93	65%	30	98%	✓	93	49%	13	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	167	9%	21	92%	✗	166	4%	13	92%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	620	40%	58	96%	✓	623	20%	22	96%	✓



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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PARCC Performance Distribution - Grade 06

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	328	738	738	750	11%	20%	29%	37%	3%	40%	52%
White	46	745	745	756	4%	20%	28%	46%	2%	48%	61%
African American	39	721	721	732	31%	21%	23%	26%	N	26%	31%
Hispanic	216	737	737	738	10%	21%	32%	36%	2%	38%	37%
Asian	S	S	S	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	S	S	S	755	S	S	S	S	S	S	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	S	S	S	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	222	735	735	735	13%	20%	30%	35%	3%	37%	33%
PARCC MATH											
Schoolwide	329	729	729	743	13%	29%	33%	24%	1%	25%	43%
White	46	737	737	750	11%	15%	33%	41%	N	41%	53%
African American	39	714	714	724	28%	39%	18%	15%	N	15%	20%
Hispanic	217	728	728	730	12%	33%	36%	19%	1%	20%	26%
Asian	S	S	S	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	S	S	S	748	S	S	S	S	S	S	49%
Students with Disability	S	S	S	717	S	S	S	S	S	S	13%
English Language Learners	S	S	S	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	223	725	725	728	15%	31%	39%	15%	1%	16%	23%

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

State of New Jersey
2015-2016

Grade Span 06-08

PARCC Performance Distribution - Grade 07

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	300	742	742	753	10%	18%	31%	31%	10%	41%	56%
White	51	737	737	760	20%	18%	22%	33%	8%	41%	65%
African American	34	737	737	733	9%	27%	32%	24%	9%	32%	35%
Hispanic	192	741	741	739	9%	18%	34%	32%	8%	40%	41%
Asian	23	765	765	781	N	9%	26%	30%	35%	65%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	716	S	S	S	S	S	S	16%
English Language Learners	S	S	S	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	193	738	738	735	11%	20%	30%	32%	7%	39%	37%
PARCC MATH											
Schoolwide	303	729	729	740	12%	29%	41%	17%	2%	19%	39%
White	51	727	727	747	14%	28%	43%	16%	N	16%	47%
African American	34	724	724	724	12%	35%	41%	9%	3%	12%	19%
Hispanic	194	728	728	729	13%	31%	40%	14%	2%	16%	23%
Asian	S	S	S	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	S	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	S	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	196	727	727	727	12%	35%	37%	15%	1%	16%	21%

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



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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PARCC Performance Distribution - Grade 08

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	343	744	744	753	11%	15%	29%	38%	7%	46%	55%
White	45	752	752	759	7%	16%	20%	49%	9%	58%	63%
African American	23	734	734	732	17%	17%	26%	35%	4%	39%	34%
Hispanic	232	741	741	740	13%	16%	31%	34%	7%	41%	43%
Asian	43	758	758	780	2%	7%	28%	51%	12%	63%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	S	715	S	S	S	S	S	S	16%
English Language Learners	12	709	709	701	42%	17%	25%	17%	N	17%	9%
Economically Disadvantaged Students	206	740	740	736	16%	15%	28%	36%	6%	42%	38%
**PARCC MATH											
Schoolwide	276	723	723	726	24%	23%	33%	20%	N	20%	26%
White	29	725	725	732	24%	21%	28%	28%	N	28%	32%
African American	21	719	719	712	38%	14%	29%	19%	N	19%	14%
Hispanic	195	721	721	721	25%	23%	35%	17%	N	17%	20%
Asian	31	733	733	745	7%	36%	26%	32%	N	32%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	S	704	S	S	S	S	S	S	8%
English Language Learners	15	714	714	704	47%	13%	20%	20%	N	20%	9%
Economically Disadvantaged Students	177	721	721	718	28%	20%	33%	19%	N	19%	18%

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

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

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



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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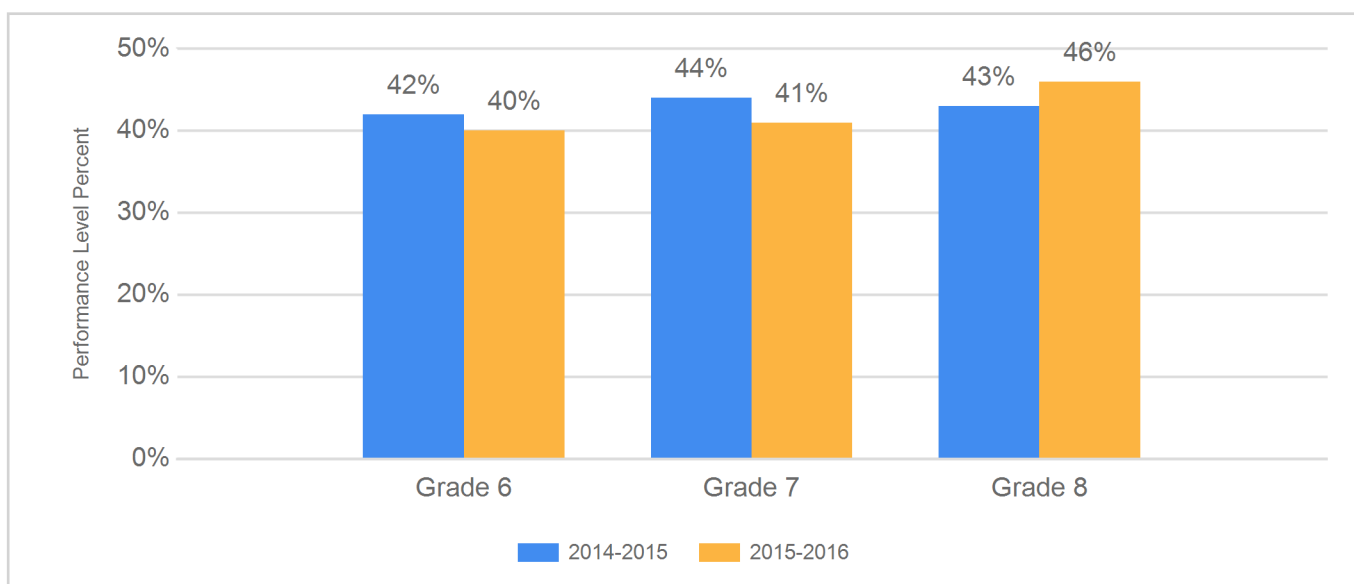
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PARCC ELA Performance Trends

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





State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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PARCC Performance Distribution - Algebra I

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

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	71	752	752	769	N	4%	39%	55%	1%	56%	41%
White	16	746	746	772	N	6%	44%	50%	N	50%	51%
African American	S	S	S	748	S	S	S	S	S	S	20%
Hispanic	41	753	753	746	N	2%	42%	56%	N	56%	25%
Asian	S	S	S	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	38%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	S	S	S	738	S	S	S	S	S	S	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	33	753	753	746	N	3%	33%	64%	N	64%	23%

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



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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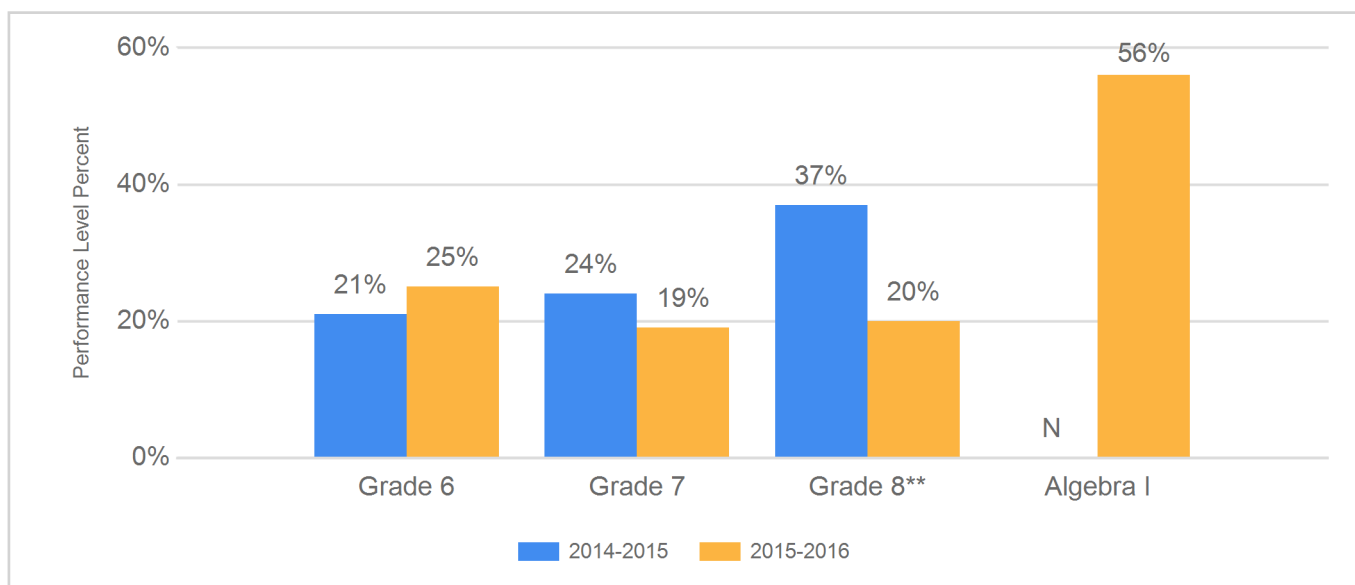
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PARCC Math Performance Trends

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



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



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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

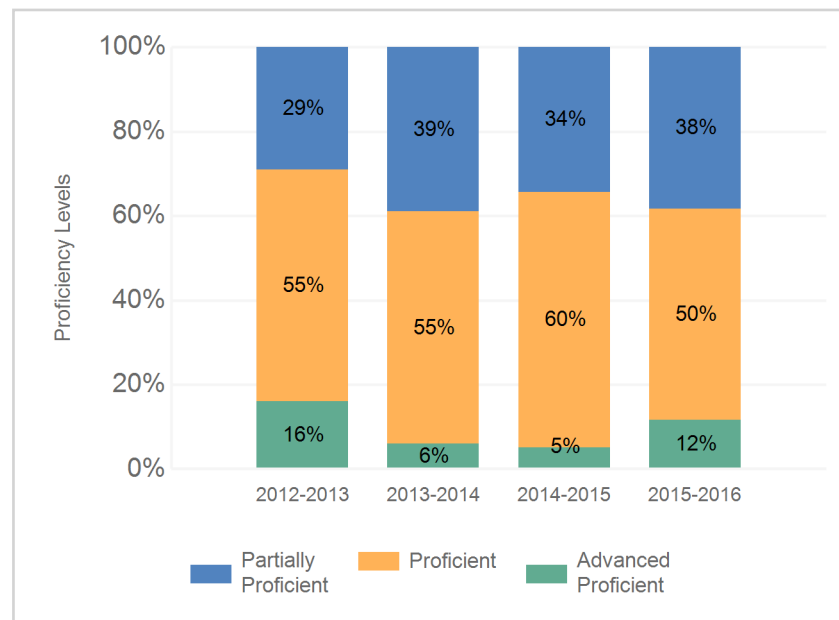
NJASK Results Science - Grade Level 08

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	12%	50%	38%
White	17%	59%	24%
African American	9%	32%	59%
Hispanic	8%	49%	43%
American Indian	N	N	N
Asian	26%	56%	19%
Two or More Races	N	N	N
Students with Disability	2%	23%	75%
English Language Learners	7%	47%	47%
Economically Disadvantaged Students	7%	49%	44%

NJASK Proficiency Trends Science - Grade Level 08

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





State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4

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

Reading Grade 8

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

Math Grade 4

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

Math Grade 8

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

Science Grade 4

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

Science Grade 8

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

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

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



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	46	45	50
Student Growth on Math	43	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	10%	4%	3%
Approached (L3)	11%	13%	6%
Met (L4)	9%	14%	14%
Exceeded (L5)	0%	2%	5%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	3%	1%
Partially Met (L2)	14%	8%	5%
Approached (L3)	13%	11%	12%
Met (L4)	3%	7%	11%
Exceeded (L5)	0%	0%	1%



State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

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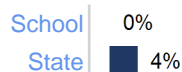
Visual and Performing Arts

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

MUSIC



DRAMA



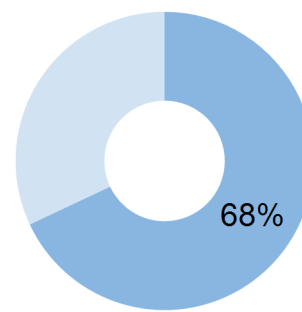
DANCE



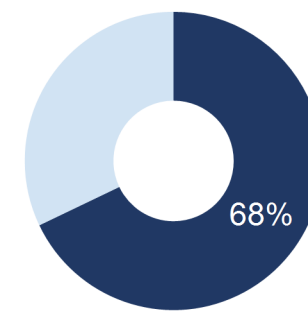
VISUAL ARTS



Any Visual and Performing Arts



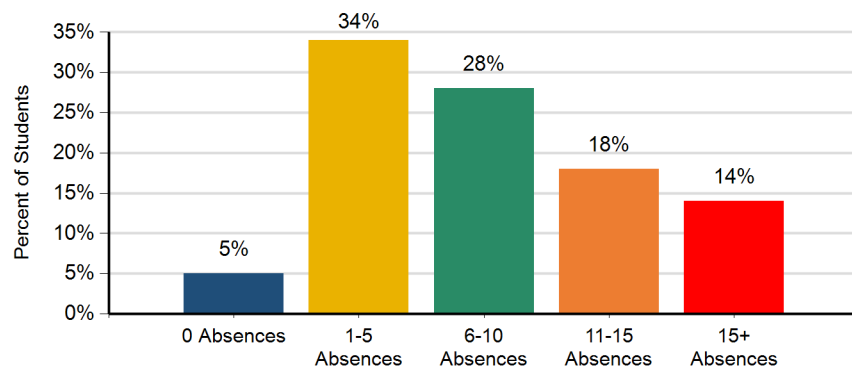
School



State

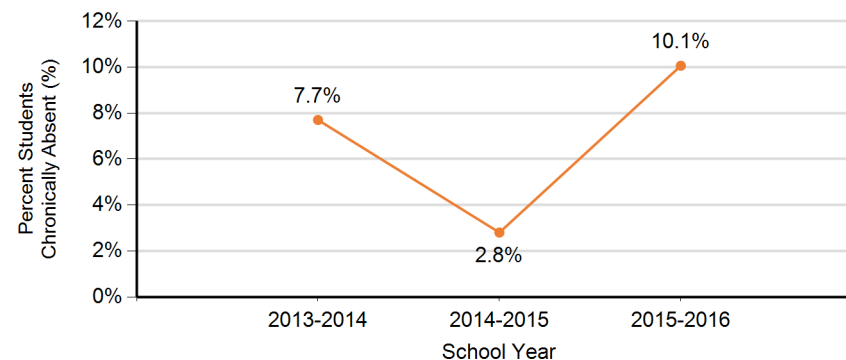
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 06-08

13-0250-025

ESSEX

BELLEVILLE TOWN

Belleville Middle School

279 WASHINGTON AVE

BELLEVILLE, NJ 07109-3150

Length of School Day

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

	School
2015-16	6 Hrs. 12 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 24 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	14:1
Administrator	342:1

Student Suspension Rate

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

	School
2015-16	13.1%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100
ESSEX
BELLEVILLE TOWN
Belleville PS10
527 BELLEVILLE AVE
BELLEVILLE, NJ 07109-1307

2015-2016 School Performance Reports

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

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

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

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

Belleville PS10

527 BELLEVILLE AVE

BELLEVILLE, NJ 07109-1307

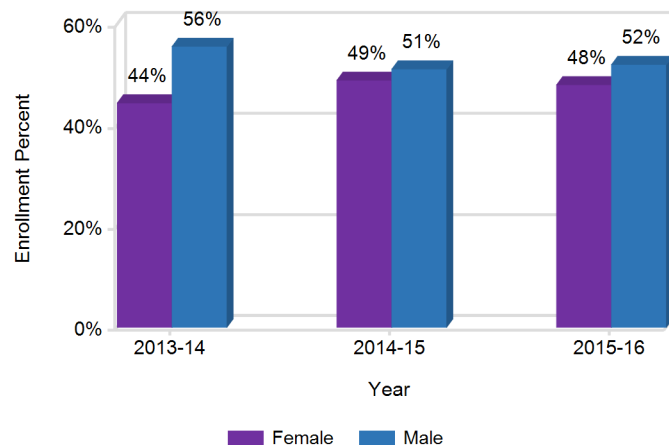
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	26	34	30
Grade 01	31	26	25
Grade 02	31	43	25
Grade 03	23	20	25
Grade 04	35	38	23
Grade 05	25	25	20
UG	0	0	0
Total	171	186	148

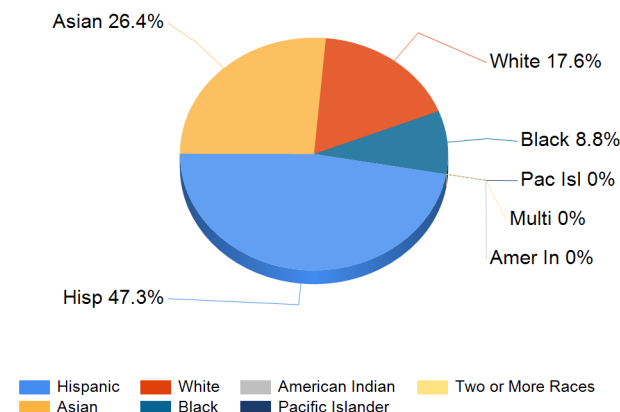
Enrollment by Gender

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



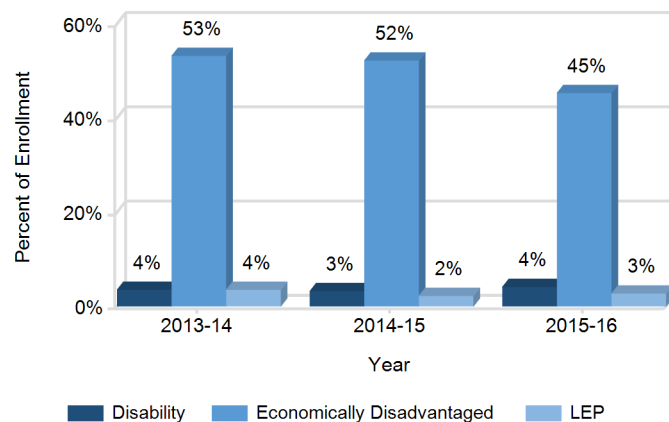
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	87.2%
Spanish	10.1%
Gujarati	1.4%
Filipino	0.7%
Tagalog	0.7%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

Belleville PS10

527 BELLEVILLE AVE

BELLEVILLE, NJ 07109-1307

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	68%	100	77
Mathematics Met or Exceeded Expectations	59%	100	70

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	76	68%	77	97%	✓	76	59%	70	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	40	65%	85	95%	✓	40	55%	83	95%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	42	64%	92	100%	✓	42	50%	88	100%	✓



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

Belleville PS10

527 BELLEVILLE AVE

BELLEVILLE, NJ 07109-1307

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	29	761	738	746	3%	21%	7%	55%	14%	69%	48%
White	S	S	748	756	S	S	S	S	S	S	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	14	746	732	730	7%	36%	7%	43%	7%	50%	31%
Asian	S	S	759	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	704	718	S	S	S	S	S	S	22%
English Language Learners	S	S	705	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	18	749	733	727	6%	28%	11%	50%	6%	56%	28%
PARCC MATH											
Schoolwide	29	758	740	749	N	21%	21%	45%	14%	59%	52%
White	S	S	750	757	S	S	S	S	S	S	63%
African American	S	S	728	730	S	S	S	S	S	S	31%
Hispanic	14	744	735	736	N	36%	14%	43%	7%	50%	35%
Asian	S	S	764	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	18	746	735	732	N	28%	28%	39%	6%	44%	32%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

Belleville PS10

527 BELLEVILLE AVE

BELLEVILLE, NJ 07109-1307

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	24	758	740	750	8%	8%	21%	50%	13%	63%	54%
White	S	S	739	759	S	S	S	S	S	S	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	11	745	737	737	18%	9%	18%	55%	N	55%	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	704	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	736	734	S	S	S	S	S	S	33%
PARCC MATH											
Schoolwide	24	743	725	745	13%	21%	13%	54%	N	54%	47%
White	S	S	721	752	S	S	S	S	S	S	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	11	738	724	733	18%	27%	9%	46%	N	46%	30%
Asian	S	S	755	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	720	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

Belleville PS10

527 BELLEVILLE AVE

BELLEVILLE, NJ 07109-1307

PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	22	765	743	751	N	9%	14%	73%	5%	77%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	15	765	744	738	N	7%	7%	87%	N	87%	37%
Asian	S	S	761	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	717	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	15	766	741	735	N	7%	7%	87%	N	87%	33%
PARCC MATH											
Schoolwide	22	764	736	747	N	9%	23%	46%	23%	68%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	723	728	S	S	S	S	S	S	24%
Hispanic	15	759	734	735	N	7%	27%	53%	13%	67%	31%
Asian	S	S	761	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	717	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	15	763	733	732	N	7%	20%	60%	13%	73%	28%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

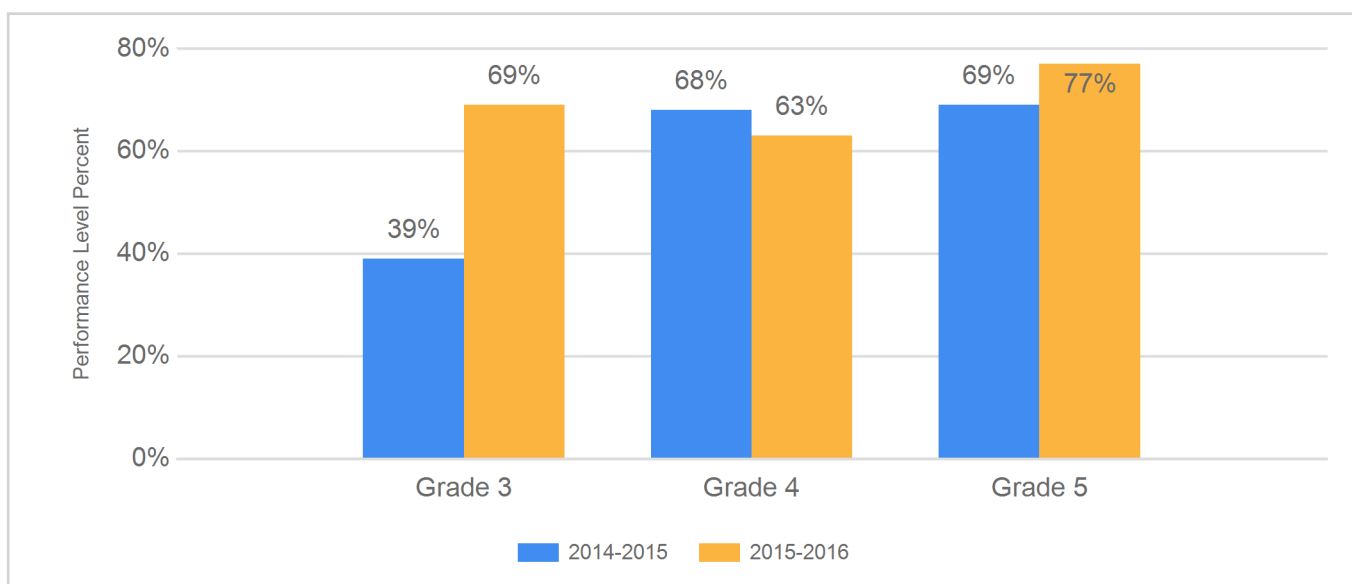
Belleville PS10

527 BELLEVILLE AVE

BELLEVILLE, NJ 07109-1307

PARCC ELA Performance Trends

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





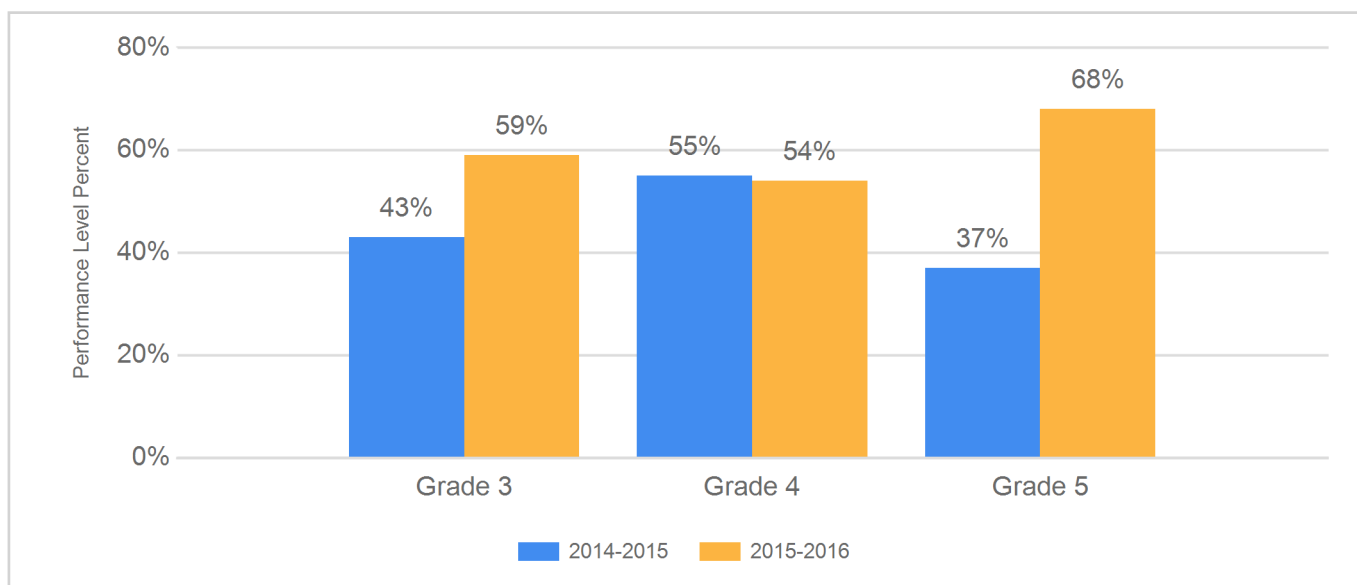
State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100
ESSEX
BELLEVILLE TOWN
Belleville PS10
527 BELLEVILLE AVE
BELLEVILLE, NJ 07109-1307

PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

Belleville PS10

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BELLEVILLE, NJ 07109-1307

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

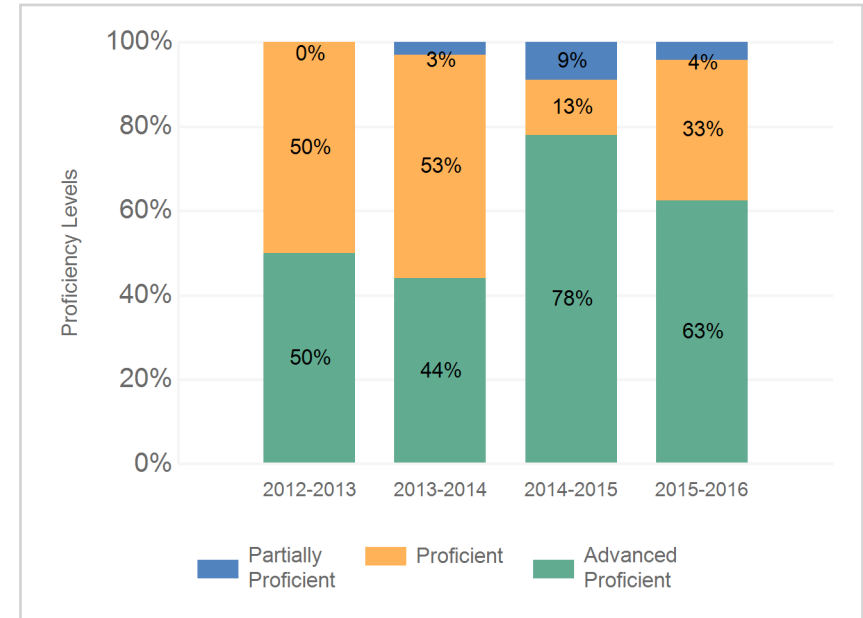
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	63%	33%	4%
White	S	S	S
African American	S	S	S
Hispanic	62%	31%	8%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	S	S	S

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100
ESSEX
BELLEVILLE TOWN
Belleville PS10
527 BELLEVILLE AVE
BELLEVILLE, NJ 07109-1307

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100

ESSEX

BELLEVILLE TOWN

Belleville PS10

527 BELLEVILLE AVE

BELLEVILLE, NJ 07109-1307

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	75	45	50
Student Growth on Math	65	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	3%	0%	0%
Approached (L3)	14%	5%	0%
Met (L4)	5%	14%	49%
Exceeded (L5)	0%	3%	8%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	0%	0%	0%
Partially Met (L2)	5%	11%	3%
Approached (L3)	3%	0%	11%
Met (L4)	5%	27%	24%
Exceeded (L5)	0%	0%	11%



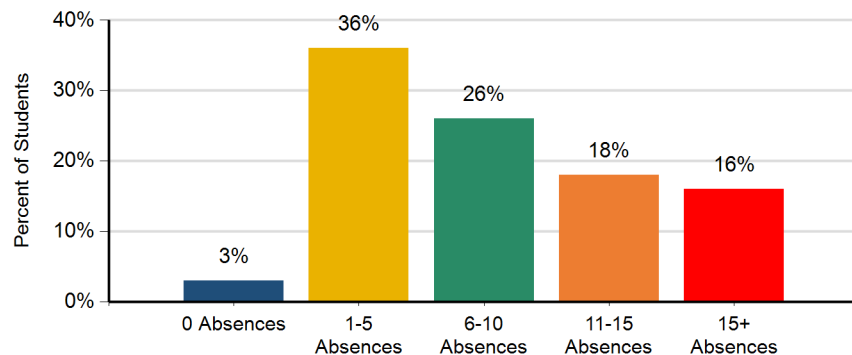
State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100
ESSEX
BELLEVILLE TOWN
Belleville PS10
527 BELLEVILLE AVE
BELLEVILLE, NJ 07109-1307

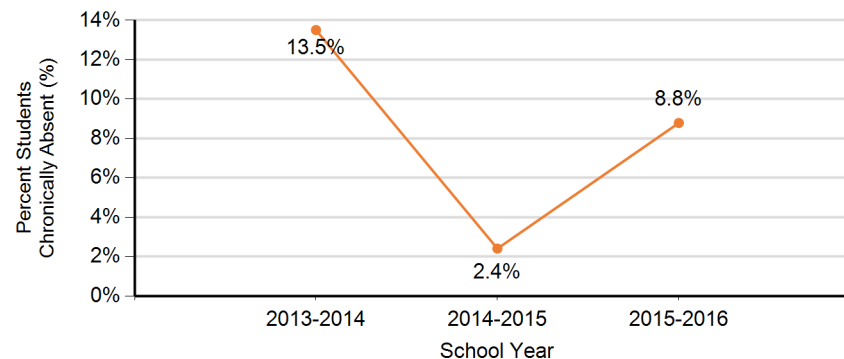
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-100
ESSEX
BELLEVILLE TOWN
Belleville PS10
527 BELLEVILLE AVE
BELLEVILLE, NJ 07109-1307

Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	22:1
Administrator	148:1

Student Suspension Rate

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

	School
2015-16	2.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	86%



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050
ESSEX
BELLEVILLE TOWN
Belleville PS3
230 JORALEMON ST
BELLEVILLE, NJ 07109-3210

2015-2016 School Performance Reports

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

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

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050

ESSEX

BELLEVILLE TOWN

Belleville PS3

230 JORALEMON ST

BELLEVILLE, NJ 07109-3210

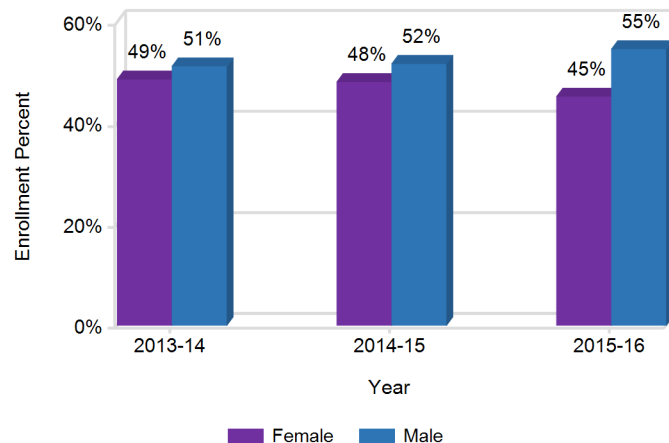
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	0	0	28
Grade KG	35	56	51
Grade 01	59	50	45
Grade 02	47	74	41
Grade 03	48	54	61
Grade 04	52	59	51
Grade 05	48	48	58
UG	9	18	7
Total	298	359	342

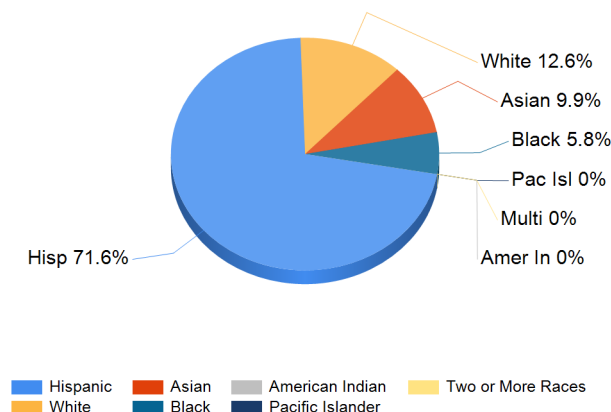
Enrollment by Gender

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



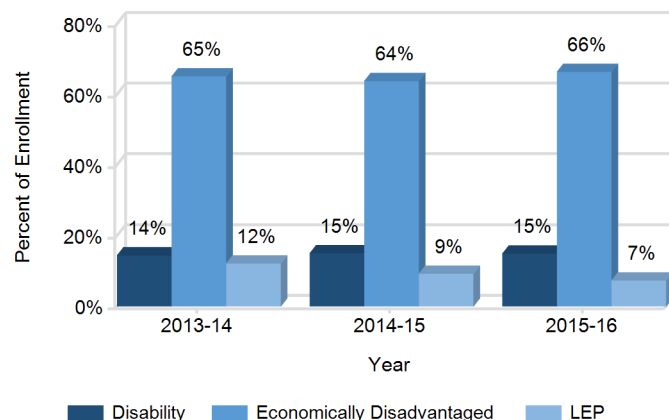
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	81.9%
Spanish	13.2%
Chinese	1.8%
Vietnamese	1.2%
Arabic	0.9%
Other	1.2%

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050

ESSEX

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	36%	25	20
Mathematics Met or Exceeded Expectations	26%	50	17

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	151	36%	20	92%	✓	153	26%	17	92%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	97	35%	35	90%	X	99	19%	18	90%	X
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	106	37%	52	93%	✓	108	26%	41	93%	✓



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050

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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	734	738	746	11%	24%	36%	29%	N	29%	48%
White	S	S	748	756	S	S	S	S	S	S	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	37	733	732	730	11%	24%	35%	30%	N	30%	31%
Asian	S	S	759	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	704	718	S	S	S	S	S	S	22%
English Language Learners	S	S	705	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	40	729	733	727	15%	23%	40%	23%	N	23%	28%
PARCC MATH											
Schoolwide	56	743	740	749	2%	20%	36%	41%	2%	43%	52%
White	S	S	S	757	S	S	S	S	S	S	63%
African American	S	S	728	730	S	S	S	S	S	S	31%
Hispanic	38	740	735	736	N	24%	40%	37%	N	37%	35%
Asian	S	S	764	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	41	738	735	732	2%	22%	42%	34%	N	34%	32%

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050

ESSEX

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230 JORALEMON ST

BELLEVILLE, NJ 07109-3210

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	44	737	740	750	21%	14%	25%	32%	9%	41%	54%
White	S	S	739	759	S	S	S	S	S	S	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	30	731	737	737	27%	17%	20%	30%	7%	37%	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	704	723	S	S	S	S	S	S	22%
English Language Learners	S	S	723	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	33	739	736	734	18%	15%	24%	33%	9%	42%	33%
PARCC MATH											
Schoolwide	45	724	725	745	18%	36%	27%	20%	N	20%	47%
White	S	S	721	752	S	S	S	S	S	S	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	31	719	724	733	19%	42%	26%	13%	N	13%	30%
Asian	S	S	S	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	S	S	714	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	34	723	720	730	18%	35%	27%	21%	N	21%	27%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050

ESSEX

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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	51	737	743	751	8%	16%	37%	39%	N	39%	53%
White	13	720	734	758	23%	31%	31%	15%	N	15%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	30	740	744	738	3%	10%	47%	40%	N	40%	37%
Asian	S	S	761	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	717	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	33	741	741	735	9%	6%	36%	49%	N	49%	33%
PARCC MATH											
Schoolwide	51	726	736	747	16%	33%	37%	14%	N	14%	47%
White	S	S	732	753	S	S	S	S	S	S	57%
African American	S	S	723	728	S	S	S	S	S	S	24%
Hispanic	S	S	734	735	S	S	S	S	S	S	31%
Asian	S	S	761	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	717	725	S	S	S	S	S	S	19%
English Language Learners	S	S	706	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	33	730	733	732	15%	33%	30%	21%	N	21%	28%

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



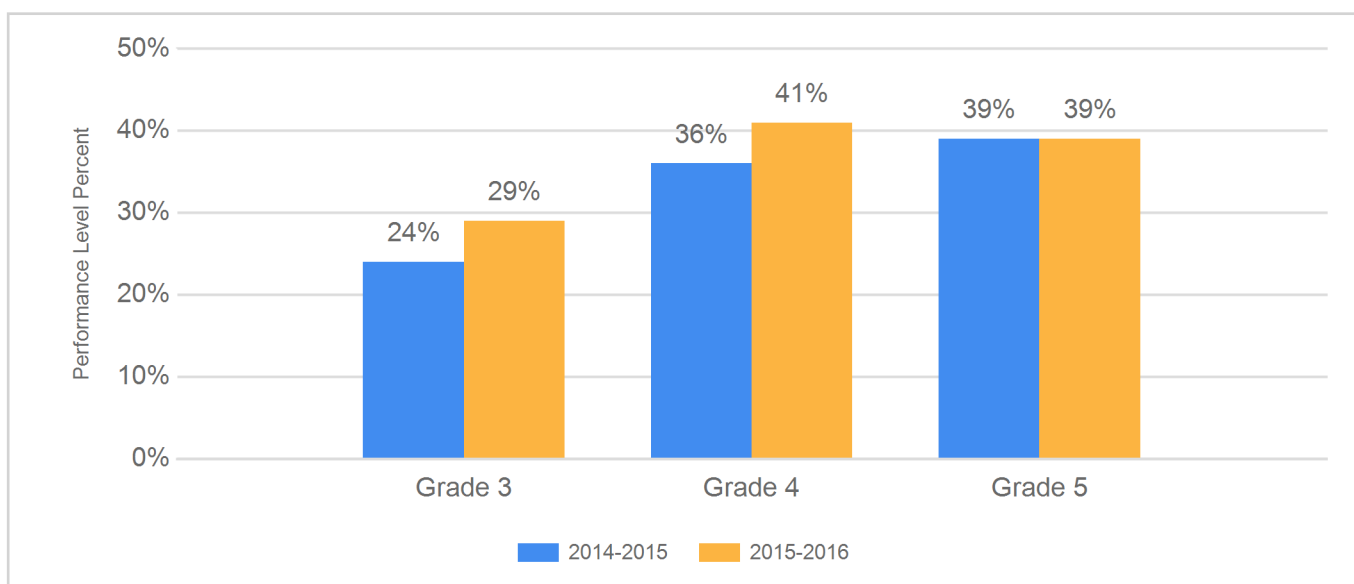
State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050
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PARCC ELA Performance Trends

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





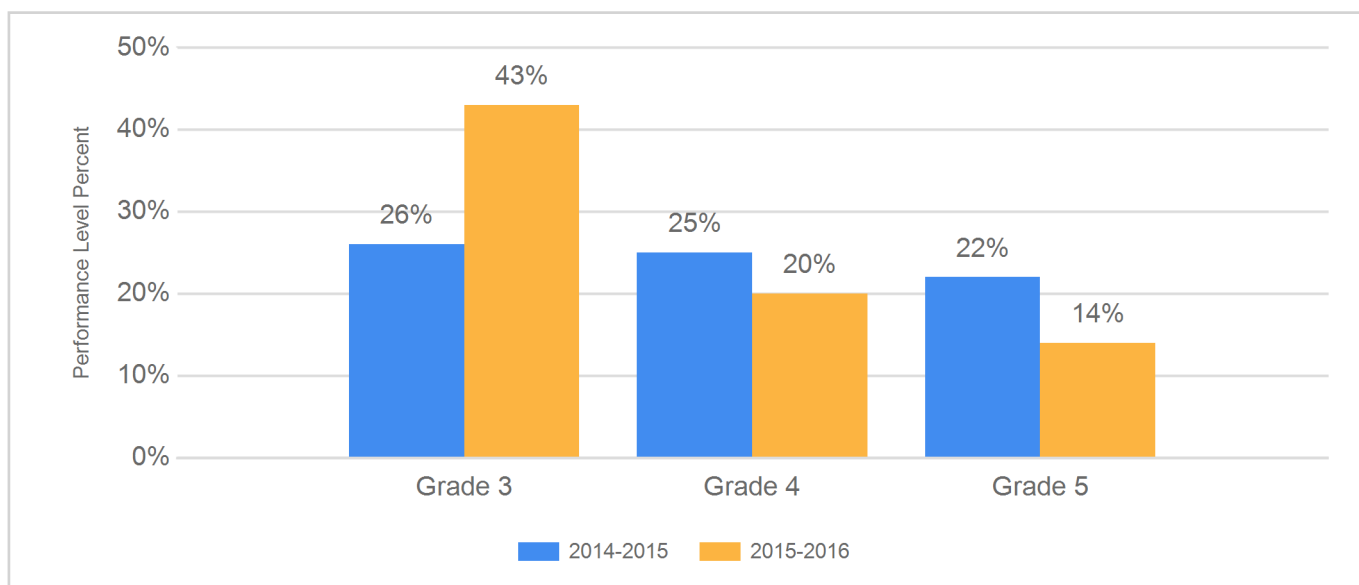
State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050
ESSEX
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230 JORALEMON ST
BELLEVILLE, NJ 07109-3210

PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050

ESSEX

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230 JORALEMON ST

BELLEVILLE, NJ 07109-3210

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

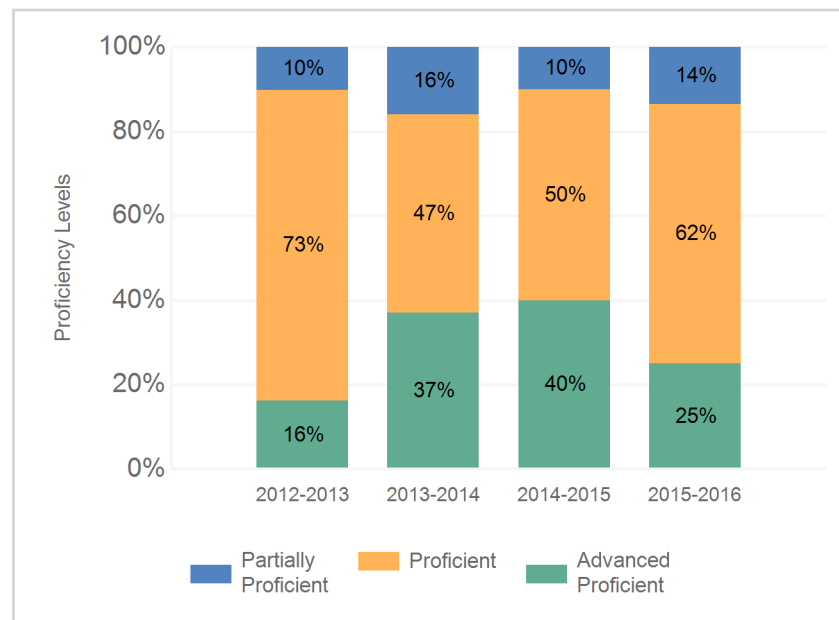
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	25%	62%	14%
White	S	S	S
African American	S	S	S
Hispanic	20%	63%	17%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	8%	69%	23%
English Language Learners	S	S	S
Economically Disadvantaged Students	23%	65%	13%

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050
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BELLEVILLE TOWN
Belleville PS3
230 JORALEMON ST
BELLEVILLE, NJ 07109-3210

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050

ESSEX

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BELLEVILLE, NJ 07109-3210

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	39	45	50
Student Growth on Math	22	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	13%	0%	0%
Partially Met (L2)	13%	4%	0%
Approached (L3)	13%	12%	4%
Met (L4)	7%	19%	13%
Exceeded (L5)	0%	0%	4%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	2%	0%
Partially Met (L2)	31%	3%	0%
Approached (L3)	22%	5%	6%
Met (L4)	6%	5%	7%
Exceeded (L5)	0%	0%	0%



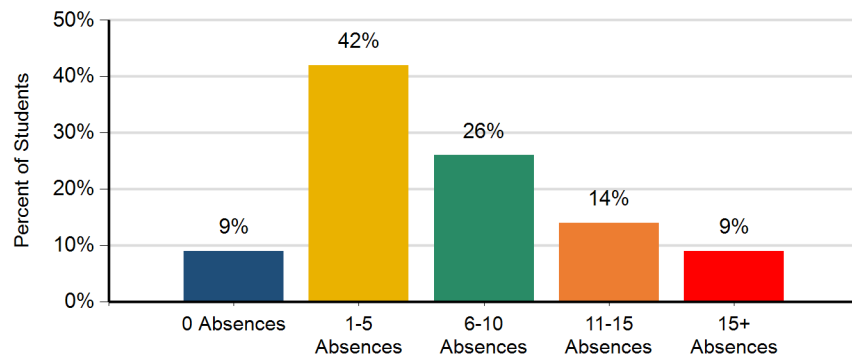
State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050
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BELLEVILLE, NJ 07109-3210

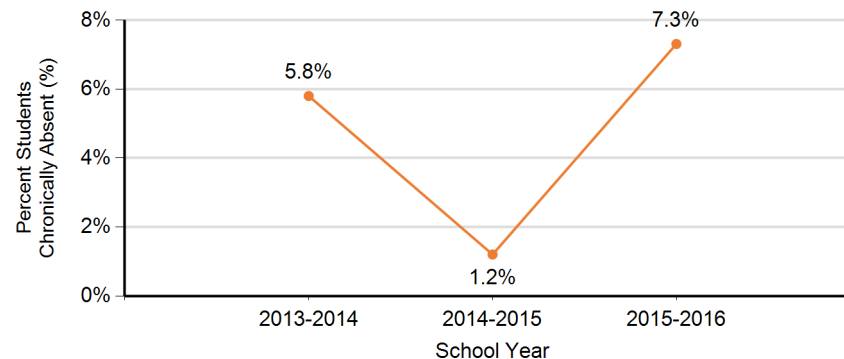
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-050
ESSEX
BELLEVILLE TOWN
Belleville PS3
230 JORALEMON ST
BELLEVILLE, NJ 07109-3210

Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	15:1
Administrator	342:1

Student Suspension Rate

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

	School
2015-16	1.2%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055
ESSEX
BELLEVILLE TOWN
Belleville PS4
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2015-2016 School Performance Reports

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

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

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

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

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



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2015-2016

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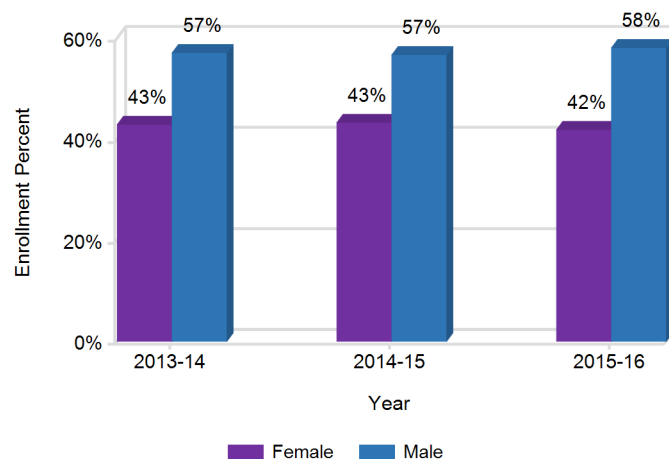
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	39	0	35
Grade KG	41	61	61
Grade 01	61	59	57
Grade 02	51	78	42
Grade 03	44	52	59
Grade 04	64	55	52
Grade 05	45	43	46
UG	0	15	8
Total	345	363	360

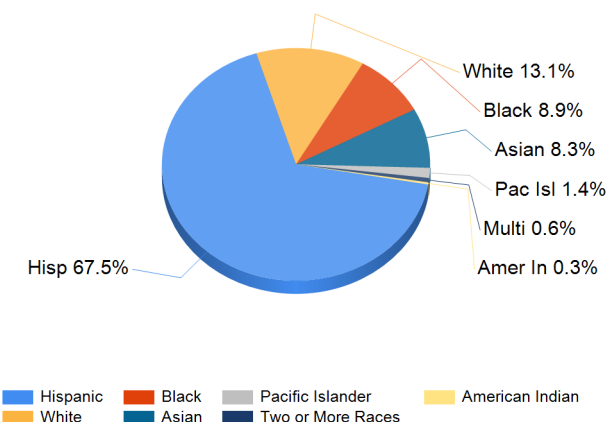
Enrollment by Gender

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



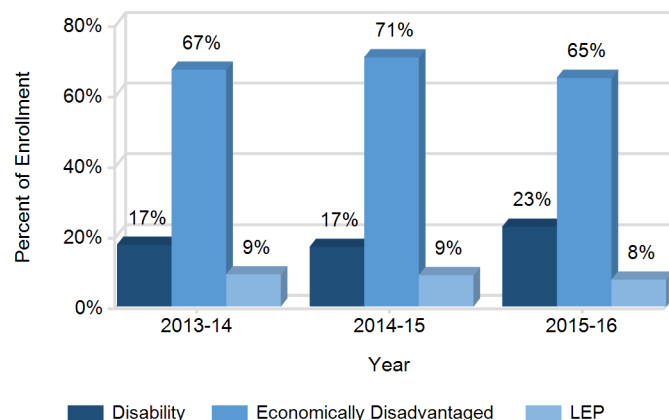
Enrollment by Ethnic/ Racial Subgroup

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Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	73.3%
Spanish	19.2%
Arabic	4.2%
Tagalog	1.7%
Portuguese	0.6%
Other	1.2%

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055

ESSEX

BELLEVILLE TOWN

Belleville PS4

30 MAGNOLIA ST

BELLEVILLE, NJ 07109-1110

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Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	39%	50	23
Mathematics Met or Exceeded Expectations	22%	13	12

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	149	39%	23	98%	✓	150	22%	12	98%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	99	40%	43	97%	✓	100	17%	13	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	101	31%	35	97%	✓	102	16%	14	97%	✓



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055

ESSEX

BELLEVILLE TOWN

Belleville PS4

30 MAGNOLIA ST

BELLEVILLE, NJ 07109-1110

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	54	732	738	746	22%	22%	22%	32%	2%	33%	48%
White	S	S	S	756	S	S	S	S	S	S	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	38	729	732	730	26%	21%	26%	24%	3%	26%	31%
Asian	S	S	S	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	13	705	704	718	46%	31%	8%	15%	N	15%	22%
English Language Learners	S	S	705	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	38	731	733	727	24%	18%	29%	26%	3%	29%	28%
PARCC MATH											
Schoolwide	54	730	740	749	17%	28%	28%	26%	2%	28%	52%
White	S	S	750	757	S	S	S	S	S	S	63%
African American	S	S	728	730	S	S	S	S	S	S	31%
Hispanic	38	726	735	736	21%	26%	29%	21%	3%	24%	35%
Asian	S	S	764	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	13	706	716	727	54%	15%	8%	23%	N	23%	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	38	728	735	732	16%	29%	29%	24%	3%	26%	32%

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055
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BELLEVILLE TOWN
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BELLEVILLE, NJ 07109-1110

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	743	740	750	6%	19%	34%	38%	4%	42%	54%
White	S	S	739	759	S	S	S	S	S	S	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	37	745	737	737	5%	14%	35%	43%	3%	46%	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	704	723	S	S	S	S	S	S	22%
English Language Learners	S	S	723	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	34	736	736	734	6%	27%	38%	29%	N	29%	33%
PARCC MATH											
Schoolwide	53	728	725	745	15%	34%	36%	13%	2%	15%	47%
White	S	S	721	752	S	S	S	S	S	S	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	37	728	724	733	11%	32%	46%	11%	N	11%	30%
Asian	S	S	755	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	S	S	714	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	720	730	S	S	S	S	S	S	27%

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055

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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	740	743	751	7%	24%	26%	41%	2%	43%	53%
White	S	S	734	758	S	S	S	S	S	S	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	25	747	744	738	4%	20%	24%	48%	4%	52%	37%
Asian	S	S	761	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	717	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	30	739	741	735	3%	27%	37%	30%	3%	33%	33%
PARCC MATH											
Schoolwide	44	726	736	747	16%	34%	27%	23%	N	23%	47%
White	S	S	732	753	S	S	S	S	S	S	57%
African American	S	S	723	728	S	S	S	S	S	S	24%
Hispanic	27	724	734	735	11%	33%	41%	15%	N	15%	31%
Asian	S	S	761	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	717	725	S	S	S	S	S	S	19%
English Language Learners	S	S	706	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	32	720	733	732	22%	34%	28%	16%	N	16%	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



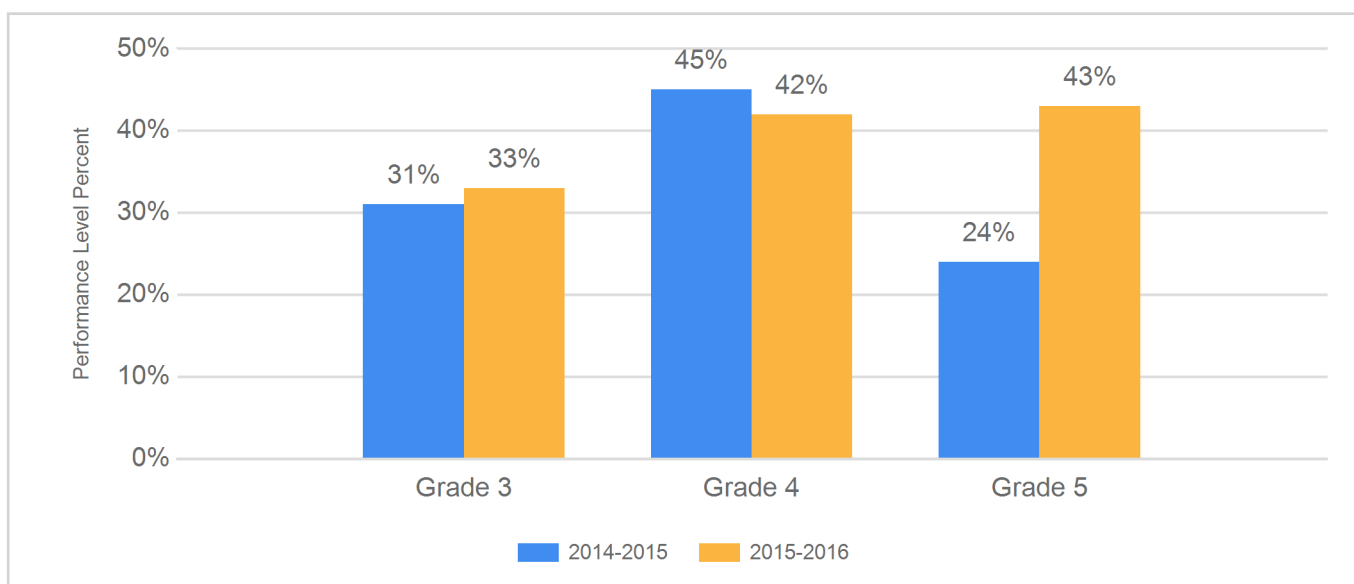
State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055
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BELLEVILLE, NJ 07109-1110

PARCC ELA Performance Trends

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





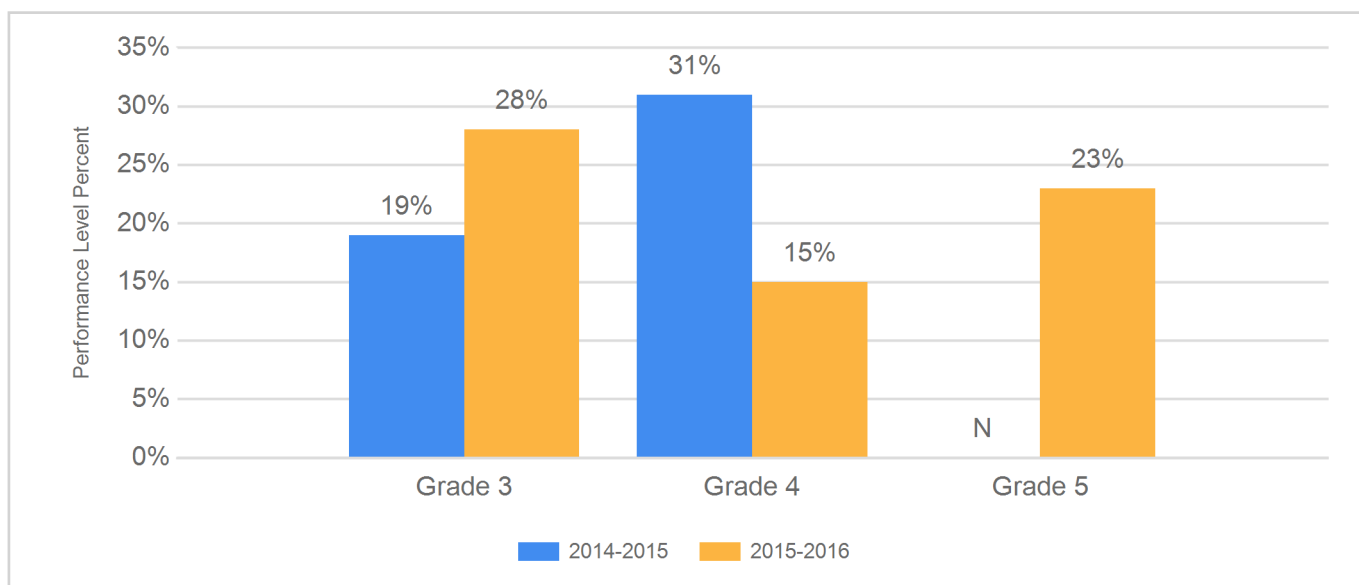
State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055
ESSEX
BELLEVILLE TOWN
Belleville PS4
30 MAGNOLIA ST
BELLEVILLE, NJ 07109-1110

PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055

ESSEX

BELLEVILLE TOWN

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30 MAGNOLIA ST

BELLEVILLE, NJ 07109-1110

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

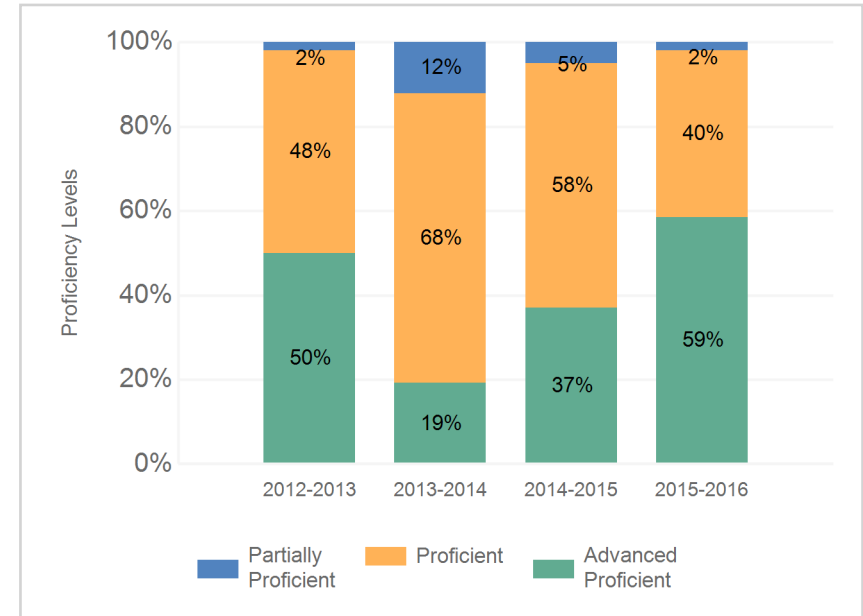
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	59%	40%	2%
White	S	S	S
African American	S	S	S
Hispanic	64%	33%	3%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	8%	92%	N
English Language Learners	S	S	S
Economically Disadvantaged Students	50%	50%	N

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055
ESSEX
BELLEVILLE TOWN
Belleville PS4
30 MAGNOLIA ST
BELLEVILLE, NJ 07109-1110

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055

ESSEX

BELLEVILLE TOWN

Belleville PS4

30 MAGNOLIA ST

BELLEVILLE, NJ 07109-1110

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	41	45	50
Student Growth on Math	30	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	0%	0%
Partially Met (L2)	8%	5%	4%
Approached (L3)	20%	10%	5%
Met (L4)	15%	13%	15%
Exceeded (L5)	0%	1%	3%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	10%	1%	0%
Partially Met (L2)	23%	10%	3%
Approached (L3)	14%	15%	5%
Met (L4)	8%	8%	4%
Exceeded (L5)	0%	1%	0%



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055

ESSEX

BELLEVILLE TOWN

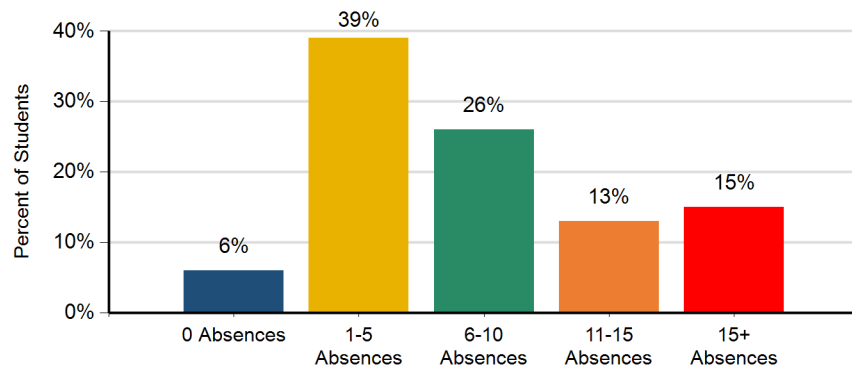
Belleville PS4

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BELLEVILLE, NJ 07109-1110

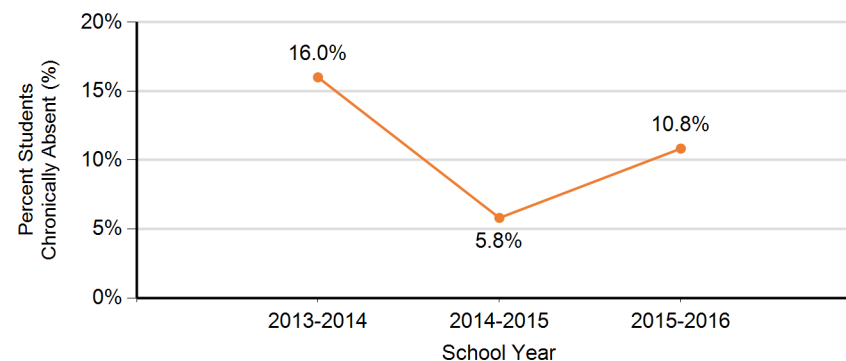
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-055
ESSEX
BELLEVILLE TOWN
Belleville PS4
30 MAGNOLIA ST
BELLEVILLE, NJ 07109-1110

Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	360:1

Student Suspension Rate

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

	School
2015-16	0.3%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
Belleville PS5
149 ADELAIDE ST
BELLEVILLE, NJ 07109-2207

2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060

ESSEX

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BELLEVILLE, NJ 07109-2207

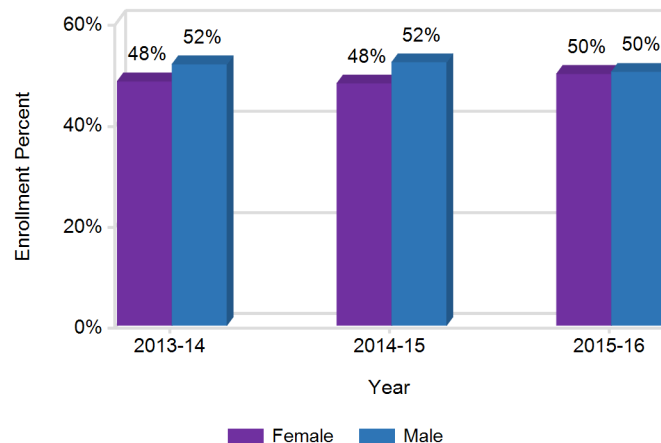
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	54	61	37
Grade 01	72	68	44
Grade 02	42	71	63
Grade 03	48	43	60
Grade 04	46	54	47
Grade 05	60	55	43
UG	5	13	15
Total	327	365	309

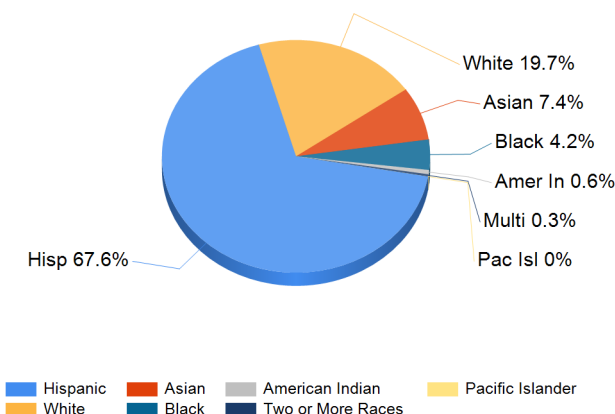
Enrollment by Gender

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



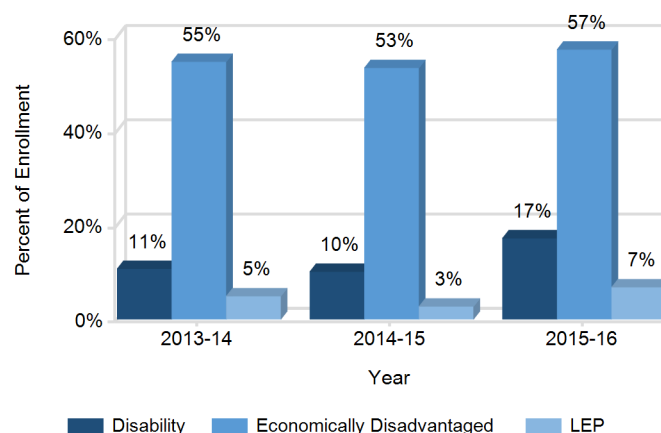
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	66.7%
Spanish	27.5%
Arabic	2.9%
Vietnamese	1.3%
Chinese	0.6%
Other	0.9%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060

ESSEX

BELLEVILLE TOWN

Belleville PS5

149 ADELAIDE ST

BELLEVILLE, NJ 07109-2207

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	35%	38	21
Mathematics Met or Exceeded Expectations	37%	75	33

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	164	35%	21	97%	✓	164	37%	33	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	103	28%	24	95%	✓	104	34%	49	96%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	98	28%	32	97%	✓	99	31%	58	98%	✓



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
Belleville PS5
149 ADELAIDE ST
BELLEVILLE, NJ 07109-2207

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	68	737	738	746	12%	28%	21%	40%	N	40%	48%
White	13	748	748	756	8%	23%	15%	54%	N	54%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	43	726	732	730	16%	33%	28%	23%	N	23%	31%
Asian	S	S	759	772	S	S	S	S	S	S	74%
American Indian	S	S	S	746	S	S	S	S	S	S	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	704	718	S	S	S	S	S	S	22%
English Language Learners	S	S	705	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	34	724	733	727	18%	35%	29%	18%	N	18%	28%
PARCC MATH											
Schoolwide	69	748	740	749	3%	17%	29%	45%	6%	51%	52%
White	13	756	750	757	N	8%	31%	54%	8%	62%	63%
African American	S	S	728	730	S	S	S	S	S	S	31%
Hispanic	44	742	735	736	5%	21%	34%	39%	2%	41%	35%
Asian	S	S	764	777	S	S	S	S	S	S	82%
American Indian	S	S	S	746	S	S	S	S	S	S	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	35	738	735	732	6%	26%	34%	34%	N	34%	32%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
Belleville PS5
149 ADELAIDE ST
BELLEVILLE, NJ 07109-2207

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	42	734	740	750	14%	24%	24%	36%	2%	38%	54%
White	S	S	739	759	S	S	S	S	S	S	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	28	737	737	737	14%	14%	29%	43%	N	43%	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	704	723	S	S	S	S	S	S	22%
English Language Learners	S	S	723	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	25	729	736	734	16%	28%	24%	32%	N	32%	33%
PARCC MATH											
Schoolwide	41	721	725	745	27%	32%	15%	27%	N	27%	47%
White	S	S	721	752	S	S	S	S	S	S	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	28	723	724	733	21%	36%	14%	29%	N	29%	30%
Asian	S	S	755	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	S	724	S	S	S	S	S	S	22%
English Language Learners	S	S	714	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	25	720	720	730	20%	40%	16%	24%	N	24%	27%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	48	729	743	751	8%	35%	25%	31%	N	31%	53%
White	13	734	734	758	15%	23%	15%	46%	N	46%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	28	727	744	738	7%	36%	32%	25%	N	25%	37%
Asian	S	S	761	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	717	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	33	728	741	735	12%	36%	12%	39%	N	39%	33%
PARCC MATH											
Schoolwide	48	733	736	747	10%	27%	33%	29%	N	29%	47%
White	13	735	732	753	15%	N	54%	31%	N	31%	57%
African American	S	S	723	728	S	S	S	S	S	S	24%
Hispanic	28	734	734	735	7%	36%	29%	29%	N	29%	31%
Asian	S	S	761	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	717	725	S	S	S	S	S	S	19%
English Language Learners	S	S	706	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	33	733	733	732	15%	24%	24%	36%	N	36%	28%

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



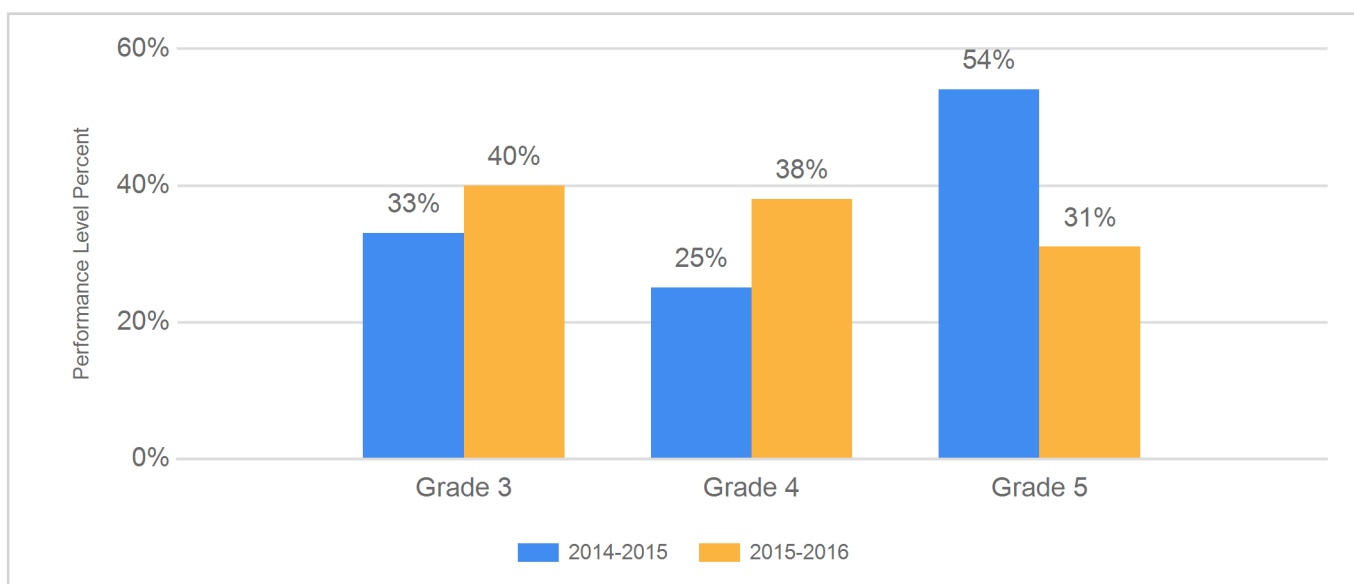
State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
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PARCC ELA Performance Trends

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





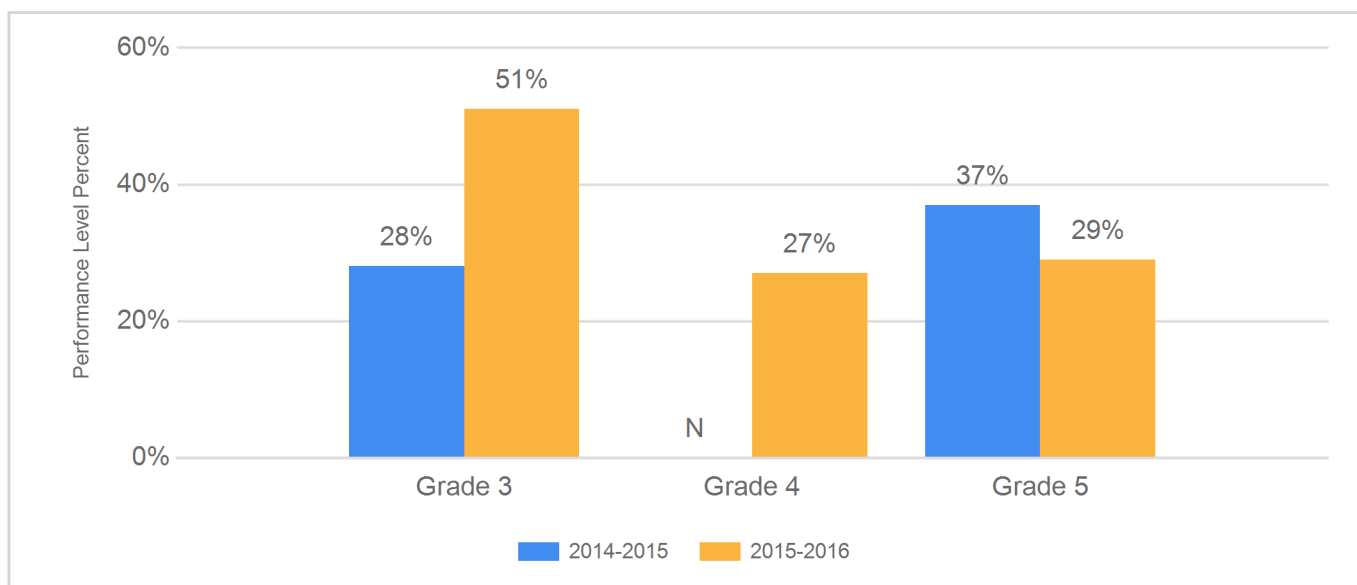
State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
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149 ADELAIDE ST
BELLEVILLE, NJ 07109-2207

PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060

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BELLEVILLE, NJ 07109-2207

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

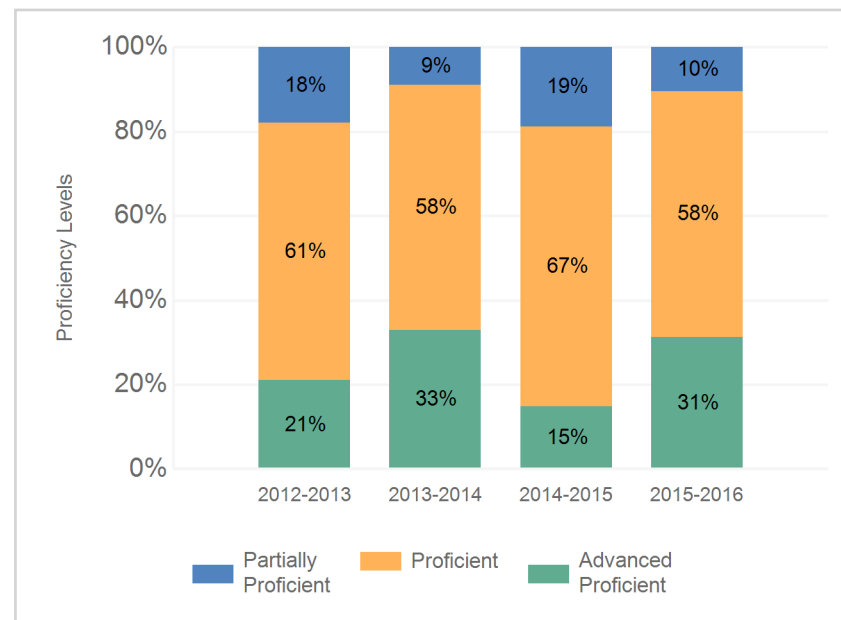
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	31%	58%	10%
White	S	S	S
African American	S	S	S
Hispanic	27%	61%	12%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	25%	58%	17%
English Language Learners	N	N	N
Economically Disadvantaged Students	27%	63%	10%

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
Belleville PS5
149 ADELAIDE ST
BELLEVILLE, NJ 07109-2207

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060

ESSEX

BELLEVILLE TOWN

Belleville PS5

149 ADELAIDE ST

BELLEVILLE, NJ 07109-2207

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	38	45	50
Student Growth on Math	36	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	17%	7%	8%
Approached (L3)	13%	8%	5%
Met (L4)	12%	13%	12%
Exceeded (L5)	0%	1%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	0%	0%
Partially Met (L2)	19%	9%	1%
Approached (L3)	9%	12%	6%
Met (L4)	5%	10%	14%
Exceeded (L5)	0%	0%	0%



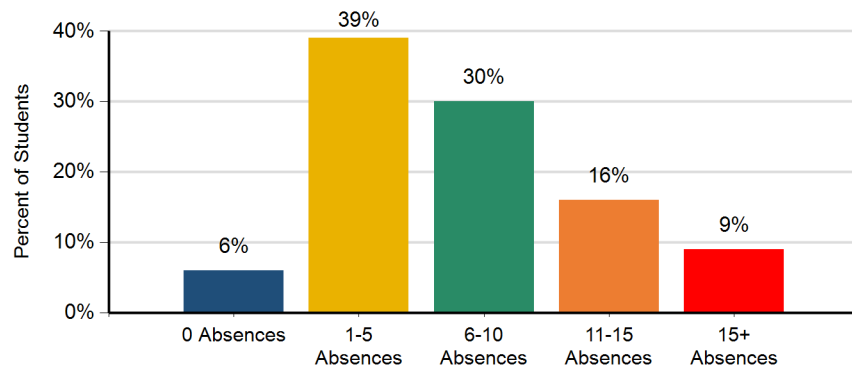
State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
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BELLEVILLE, NJ 07109-2207

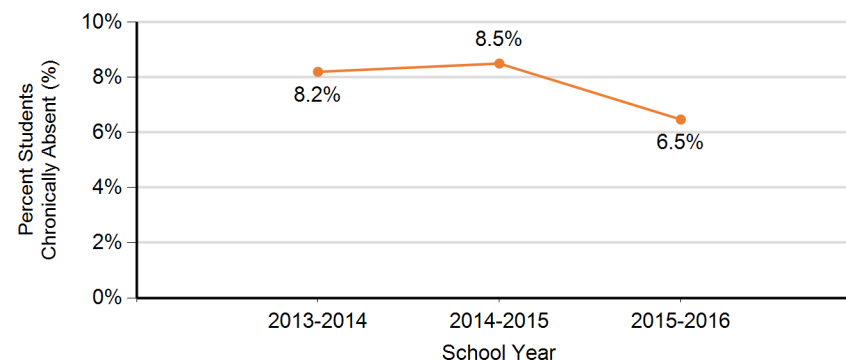
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-060
ESSEX
BELLEVILLE TOWN
Belleville PS5
149 ADELAIDE ST
BELLEVILLE, NJ 07109-2207

Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	13:1
Administrator	309:1

Student Suspension Rate

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

	School
2015-16	2.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	99%



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
ESSEX
BELLEVILLE TOWN
Belleville PS7
20 PASSAIC AVE
BELLEVILLE, NJ 07109-1864

2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
ESSEX
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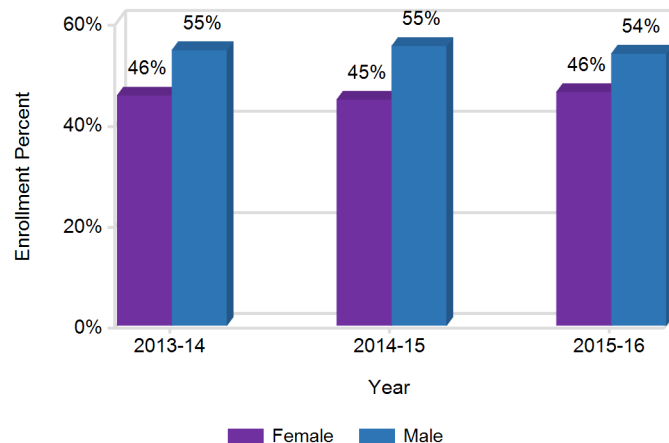
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade PK	34	0	39
Grade KG	47	79	51
Grade 01	65	56	60
Grade 02	47	59	59
Grade 03	49	51	63
Grade 04	47	49	53
Grade 05	54	48	57
UG	11	29	14
Total	354	371	396

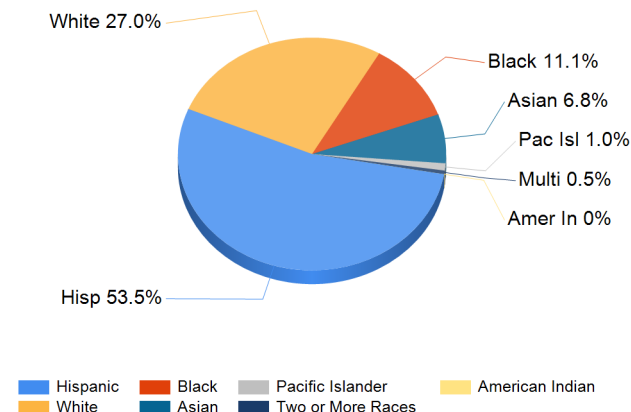
Enrollment by Gender

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



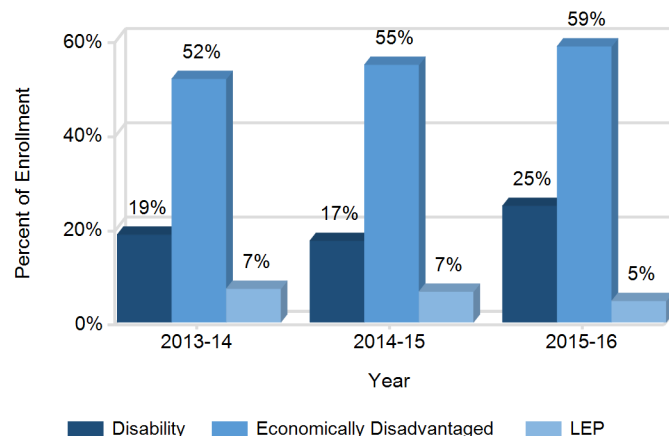
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	76.5%
Spanish	16.9%
Arabic	3.5%
Vietnamese	1.3%
Portuguese	0.8%
Other	1.2%

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070

ESSEX

BELLEVILLE TOWN

Belleville PS7

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BELLEVILLE, NJ 07109-1864

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	44%	75	34
Mathematics Met or Exceeded Expectations	37%	63	32

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	169	44%	34	97%	✓	169	37%	32	97%	✓
White	51	49%	27	98%	✓	51	49%	38	98%	✓
African American	S	S	S	S		S	S	S	S	
Hispanic	83	37%	41	97%	✓	84	30%	38	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	100	35%	50	97%	✓	99	30%	55	96%	✓



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070

ESSEX

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BELLEVILLE, NJ 07109-1864

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	56	741	738	746	9%	20%	27%	45%	N	45%	48%
White	23	743	748	756	9%	17%	30%	44%	N	44%	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	23	735	732	730	9%	26%	30%	35%	N	35%	31%
Asian	S	S	759	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	704	718	S	S	S	S	S	S	22%
English Language Learners	S	S	705	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	30	735	733	727	7%	30%	30%	33%	N	33%	28%
PARCC MATH											
Schoolwide	57	745	740	749	9%	18%	26%	40%	7%	47%	52%
White	23	748	750	757	9%	13%	22%	52%	4%	57%	63%
African American	S	S	728	730	S	S	S	S	S	S	31%
Hispanic	24	742	735	736	8%	25%	29%	29%	8%	38%	35%
Asian	S	S	764	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	30	738	735	732	10%	27%	23%	37%	3%	40%	32%

■ Did Not Yet Meet Expectations
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State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
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20 PASSAIC AVE
BELLEVILLE, NJ 07109-1864

PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	53	738	740	750	9%	23%	30%	34%	4%	38%	54%
White	12	749	739	759	8%	25%	17%	42%	8%	50%	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	29	730	737	737	14%	28%	24%	31%	3%	35%	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	S	S	704	723	S	S	S	S	S	S	22%
English Language Learners	S	S	723	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	32	736	736	734	13%	16%	38%	34%	N	34%	33%
PARCC MATH											
Schoolwide	S	S	725	745	S	S	S	S	S	S	47%
White	12	728	721	752	33%	8%	42%	17%	N	17%	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	S	S	724	733	S	S	S	S	S	S	30%
Asian	S	S	755	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	S	S	714	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	S	730	S	S	S	S	S	S	27%

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State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
ESSEX
BELLEVILLE TOWN
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20 PASSAIC AVE
BELLEVILLE, NJ 07109-1864

PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	55	747	743	751	13%	9%	26%	44%	9%	53%	53%
White	16	744	734	758	25%	6%	13%	50%	6%	56%	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	28	748	744	738	7%	14%	32%	32%	14%	46%	37%
Asian	S	S	761	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	717	723	S	S	S	S	S	S	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	35	737	741	735	17%	14%	29%	34%	6%	40%	33%
PARCC MATH											
Schoolwide	55	746	736	747	11%	13%	22%	46%	9%	55%	47%
White	16	747	732	753	19%	6%	13%	56%	6%	63%	57%
African American	S	S	723	728	S	S	S	S	S	S	24%
Hispanic	28	743	734	735	7%	18%	29%	39%	7%	46%	31%
Asian	S	S	761	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	717	725	S	S	S	S	S	S	19%
English Language Learners	S	S	706	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	35	736	733	732	17%	14%	23%	46%	N	46%	28%

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



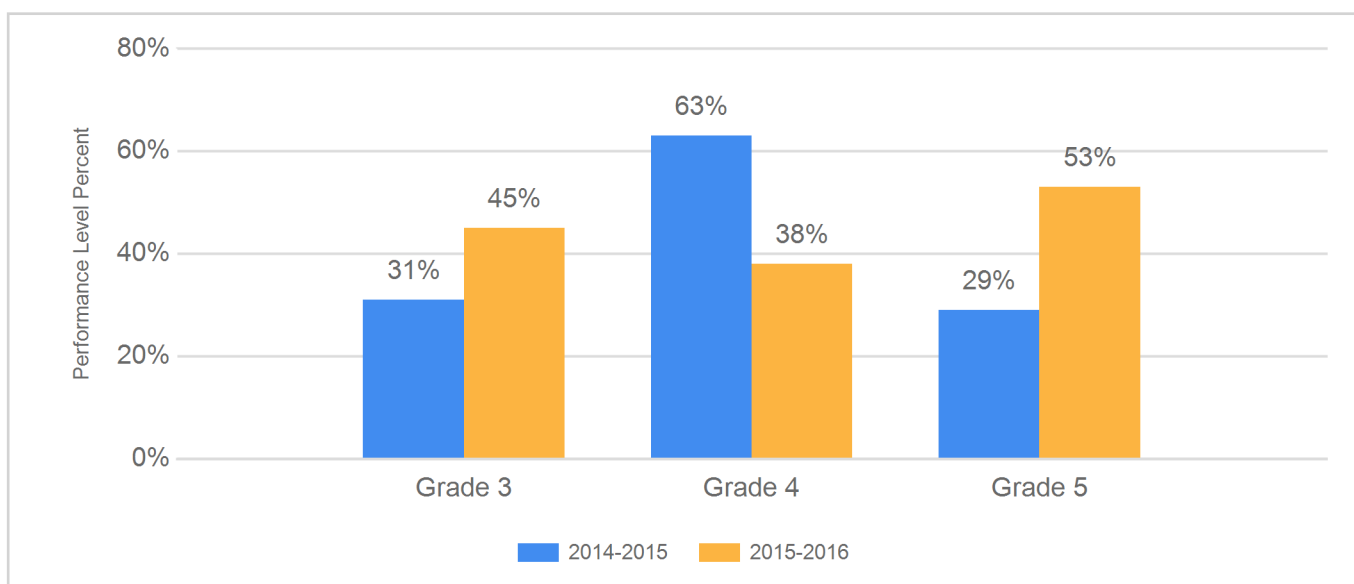
State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
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PARCC ELA Performance Trends

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





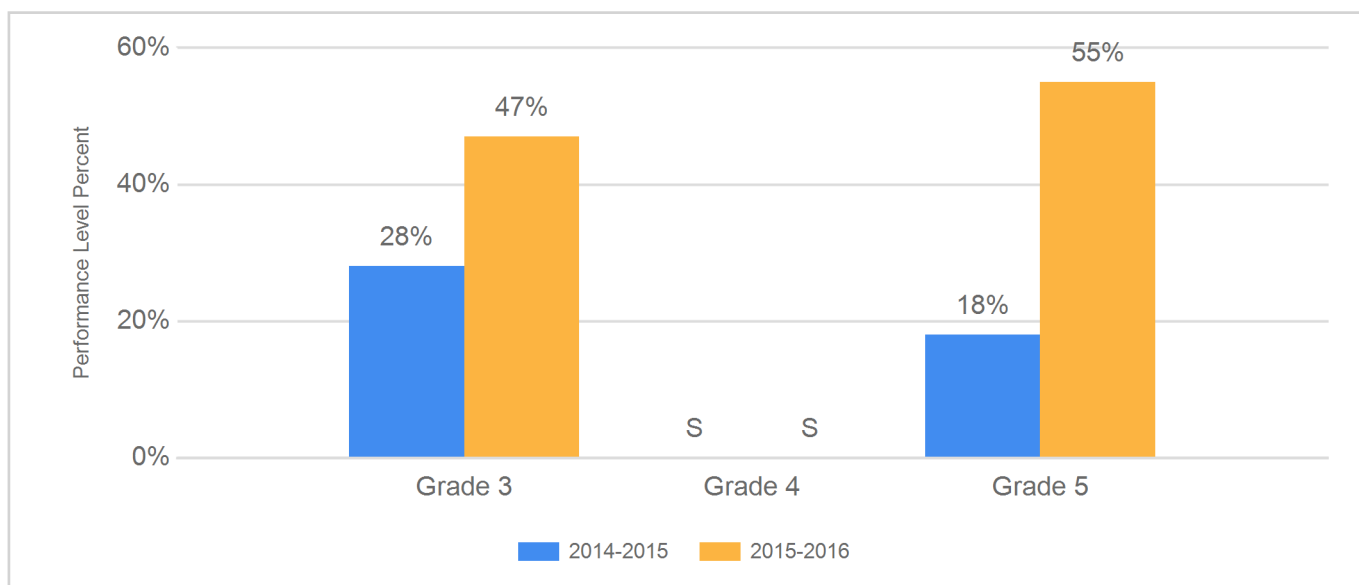
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2015-2016

Grade Span 3H-05

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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070

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

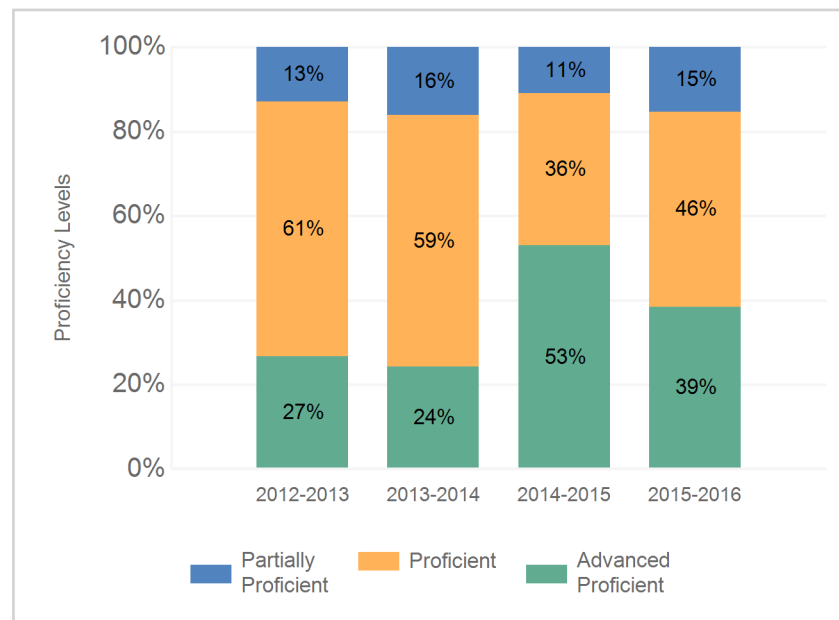
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	39%	46%	15%
White	42%	42%	17%
African American	S	S	S
Hispanic	42%	42%	15%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	43%	36%	21%

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
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BELLEVILLE, NJ 07109-1864

National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

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

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

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



State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
ESSEX
BELLEVILLE TOWN
Belleville PS7
20 PASSAIC AVE
BELLEVILLE, NJ 07109-1864

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	35	45	50
Student Growth on Math	36	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	0%	0%
Partially Met (L2)	10%	3%	1%
Approached (L3)	16%	7%	4%
Met (L4)	11%	15%	14%
Exceeded (L5)	0%	1%	6%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	2%	0%
Partially Met (L2)	7%	5%	3%
Approached (L3)	16%	14%	5%
Met (L4)	12%	12%	6%
Exceeded (L5)	0%	1%	3%



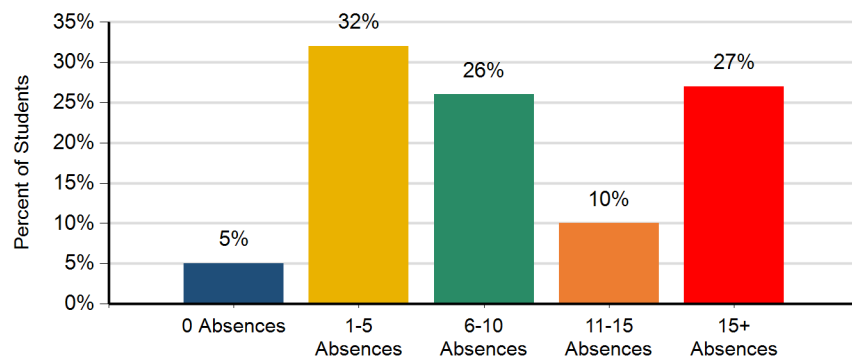
State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
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BELLEVILLE TOWN
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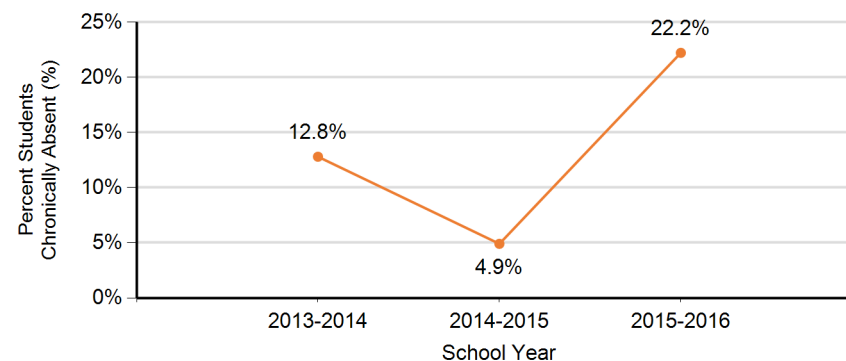
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span 3H-05

13-0250-070
ESSEX
BELLEVILLE TOWN
Belleville PS7
20 PASSAIC AVE
BELLEVILLE, NJ 07109-1864

Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	15:1
Administrator	396:1

Student Suspension Rate

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

	School
2015-16	8.6%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080
ESSEX
BELLEVILLE TOWN
Belleville PS8
183 UNION AVE
BELLEVILLE, NJ 07109-1628

2015-2016 School Performance Reports

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

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

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

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080

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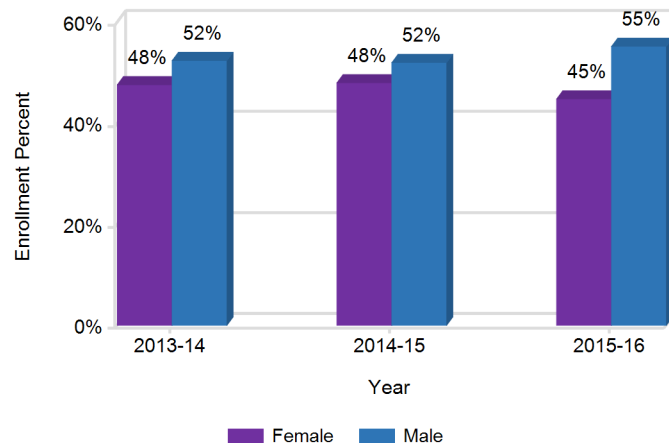
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	46	73	73
Grade 01	78	80	58
Grade 02	72	100	66
Grade 03	73	63	81
Grade 04	89	86	71
Grade 05	70	69	72
UG	5	19	10
Total	433	490	431

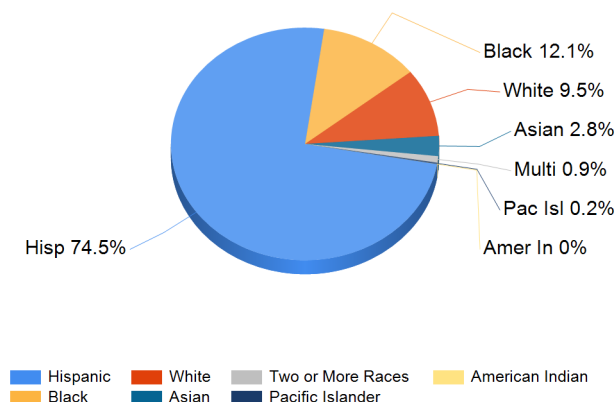
Enrollment by Gender

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



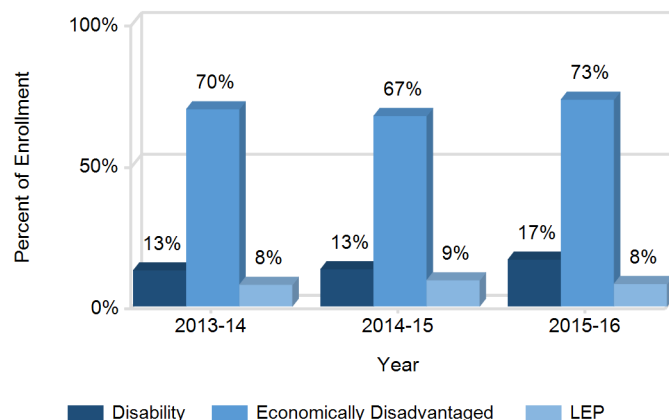
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	70.8%
Spanish	26.0%
Vietnamese	1.2%
Portuguese	0.7%
Bulgarian	0.5%
Other	0.8%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080

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BELLEVILLE, NJ 07109-1628

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	32%	13	15
Mathematics Met or Exceeded Expectations	22%	25	12

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	224	32%	15	97%	✓	225	22%	12	97%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	178	30%	24	97%	✓	179	21%	21	97%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	40	10%	25	95%	✓	40	13%	35	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	173	30%	33	97%	✓	174	20%	23	97%	✓



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080

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PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	78	734	738	746	15%	19%	37%	28%	N	28%	48%
White	S	S	748	756	S	S	S	S	S	S	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	61	729	732	730	20%	21%	36%	23%	N	23%	31%
Asian	S	S	759	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	704	718	S	S	S	S	S	S	22%
English Language Learners	S	S	705	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	60	730	733	727	20%	22%	30%	28%	N	28%	28%
PARCC MATH											
Schoolwide	79	729	740	749	11%	32%	29%	28%	N	28%	52%
White	S	S	750	757	S	S	S	S	S	S	63%
African American	S	S	728	730	S	S	S	S	S	S	31%
Hispanic	62	727	735	736	15%	31%	29%	26%	N	26%	35%
Asian	S	S	764	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	S	S	722	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	61	726	735	732	15%	34%	25%	26%	N	26%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080
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183 UNION AVE
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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	75	738	740	750	8%	21%	37%	32%	1%	33%	54%
White	S	S	739	759	S	S	S	S	S	S	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	58	737	737	737	10%	24%	28%	36%	2%	38%	37%
Asian	S	S	768	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	704	723	S	S	S	S	S	S	22%
English Language Learners	S	S	723	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	59	735	736	734	9%	24%	39%	29%	N	29%	33%
PARCC MATH											
Schoolwide	75	722	725	745	16%	39%	29%	16%	N	16%	47%
White	S	S	721	752	S	S	S	S	S	S	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	58	721	724	733	16%	41%	29%	14%	N	14%	30%
Asian	S	S	755	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	S	S	714	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	59	719	720	730	14%	46%	31%	10%	N	10%	27%

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State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080
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BELLEVILLE TOWN
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183 UNION AVE
BELLEVILLE, NJ 07109-1628

PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	69	740	743	751	4%	20%	42%	33%	N	33%	53%
White	S	S	734	758	S	S	S	S	S	S	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	58	739	744	738	3%	24%	43%	29%	N	29%	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	S	759	S	S	S	S	S	S	63%
Students with Disability	13	723	717	723	15%	31%	39%	15%	N	15%	20%
English Language Learners	S	S	711	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	54	740	741	735	6%	19%	44%	32%	N	32%	33%
PARCC MATH											
Schoolwide	69	729	736	747	15%	32%	32%	22%	N	22%	47%
White	S	S	732	753	S	S	S	S	S	S	57%
African American	S	S	723	728	S	S	S	S	S	S	24%
Hispanic	58	729	734	735	14%	33%	31%	22%	N	22%	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	S	754	S	S	S	S	S	S	56%
Students with Disability	13	728	717	725	15%	31%	31%	23%	N	23%	19%
English Language Learners	S	S	706	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	54	727	733	732	17%	35%	26%	22%	N	22%	28%

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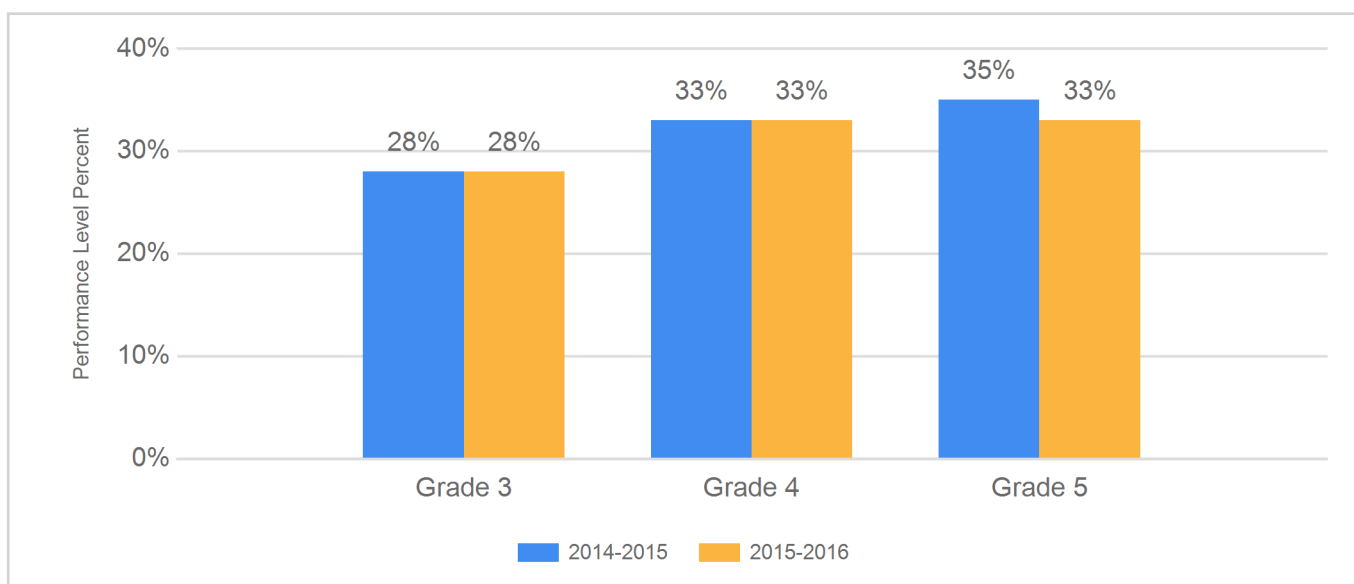
State of New Jersey
2015-2016

Grade Span KH-05

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PARCC ELA Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080

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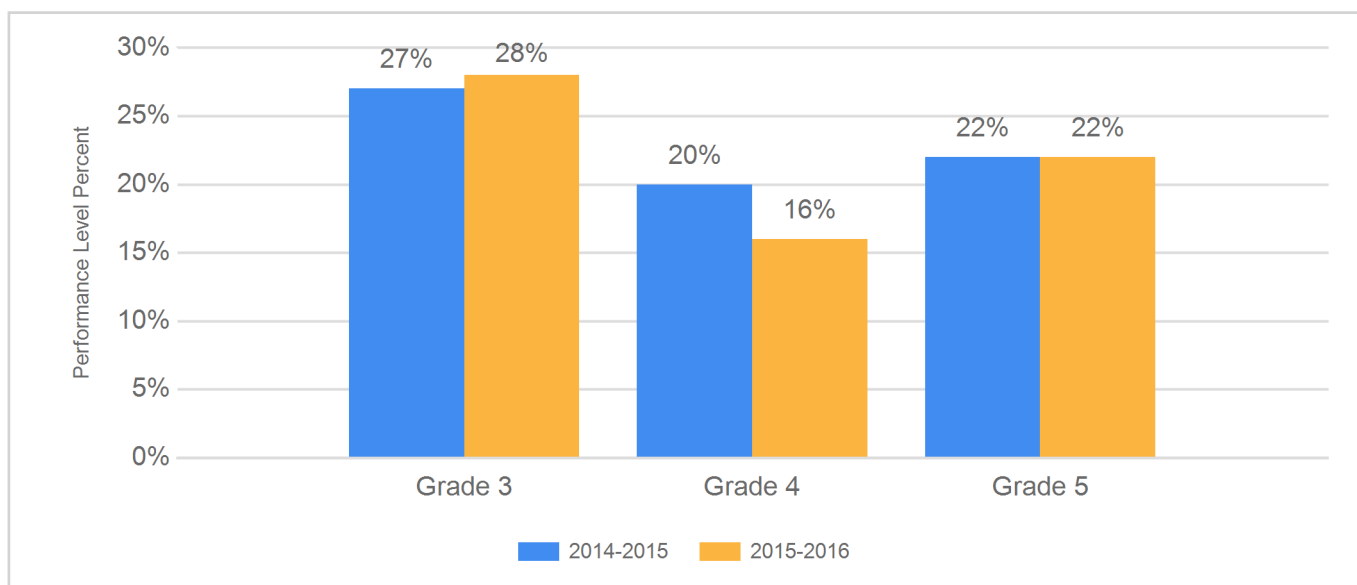
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080

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

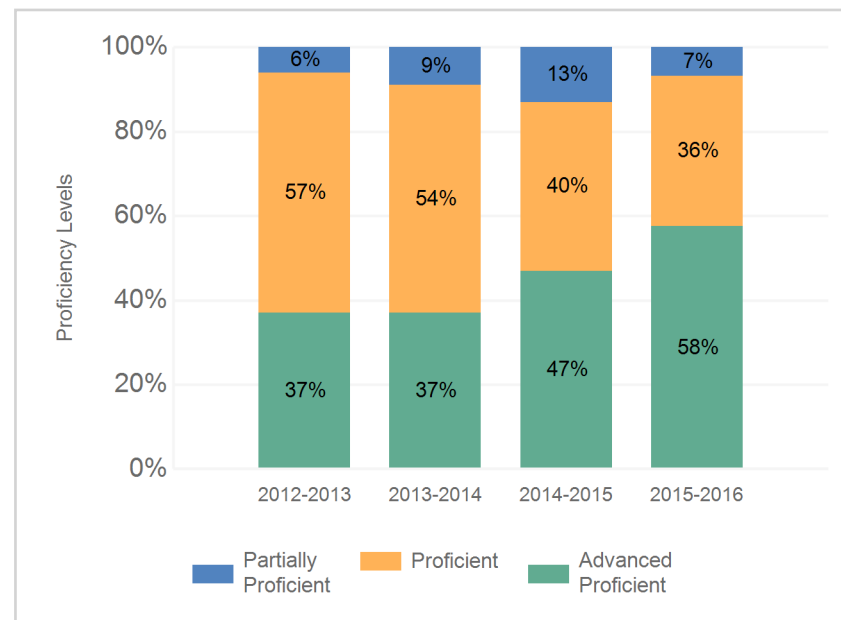
NJASK Results Science - Grade Level 04

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

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	58%	36%	7%
White	S	S	S
African American	S	S	S
Hispanic	59%	34%	7%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	33%	42%	25%
English Language Learners	S	S	S
Economically Disadvantaged Students	53%	42%	6%

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080
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National Assessment Educational Progress (NAEP)

2015 National Assessment Educational Progress (NAEP)

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

For subgroup outcomes, visit:

Reading Grade 4	http://www.nj.gov/education/pr/1415/naep/naep4read.html
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Science Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8science.html

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080
ESSEX
BELLEVILLE TOWN
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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	47	45	50
Student Growth on Math	38	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	2%	0%
Partially Met (L2)	7%	10%	2%
Approached (L3)	12%	15%	16%
Met (L4)	7%	12%	13%
Exceeded (L5)	0%	1%	0%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	14%	2%	0%
Partially Met (L2)	19%	9%	4%
Approached (L3)	10%	10%	10%
Met (L4)	5%	6%	10%
Exceeded (L5)	0%	0%	0%



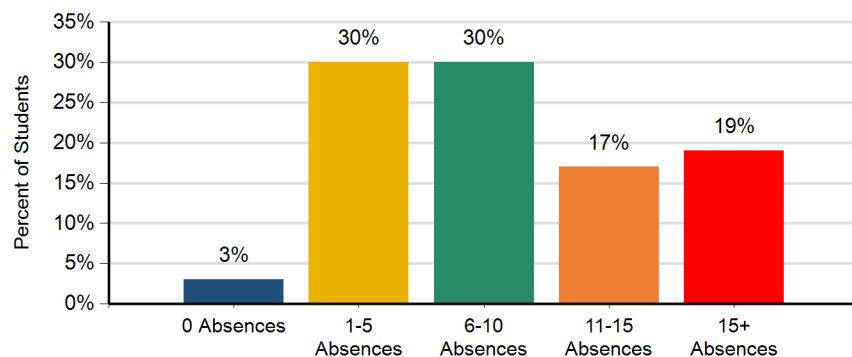
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2015-2016

Grade Span KH-05

13-0250-080
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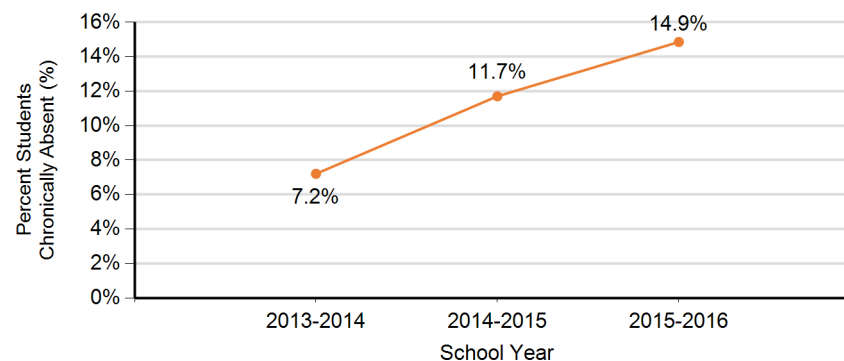
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-080
ESSEX
BELLEVILLE TOWN
Belleville PS8
183 UNION AVE
BELLEVILLE, NJ 07109-1628

Length of School Day

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

	School
2015-16	6 Hrs. 45 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	16:1
Administrator	431:1

Student Suspension Rate

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

	School
2015-16	13.5%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	98%



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090
ESSEX
BELLEVILLE TOWN
Belleville PS9
301 RALPH ST
BELLEVILLE, NJ 07109-3309

2015-2016 School Performance Reports

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

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

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

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

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090
ESSEX
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BELLEVILLE, NJ 07109-3309

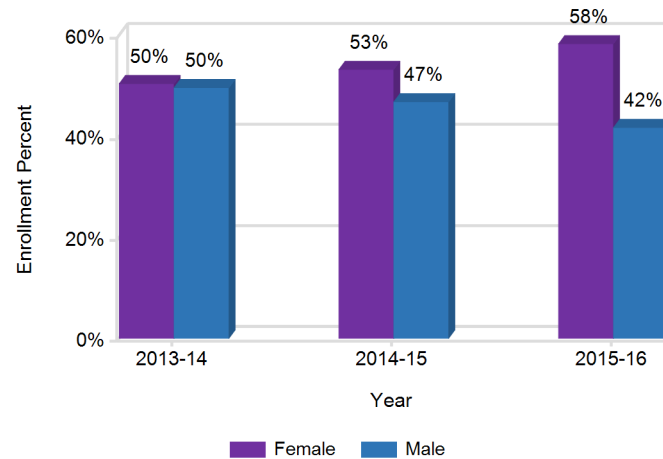
Enrollment by Grade

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

	2013-14	2014-15	2015-16
Grade KG	17	29	21
Grade 01	34	22	19
Grade 02	18	34	19
Grade 03	20	18	24
Grade 04	18	20	15
Grade 05	20	18	17
UG	0	0	0
Total	127	141	115

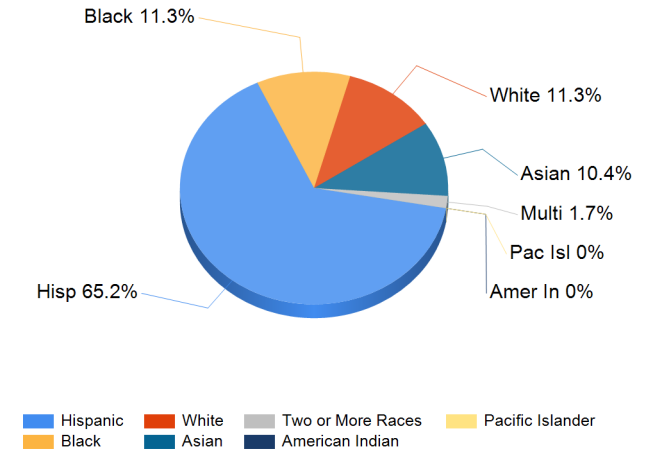
Enrollment by Gender

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



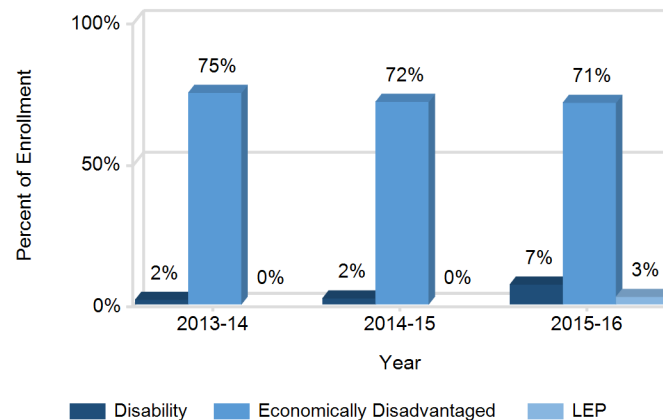
Enrollment by Ethnic/ Racial Subgroup

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



Enrollment Trends by Special Population

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



Language Diversity

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

2015-2016	Percent
English	86.1%
Spanish	12.2%
Polish	0.9%
Portuguese	0.9%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090

ESSEX

BELLEVILLE TOWN

Belleville PS9

301 RALPH ST

BELLEVILLE, NJ 07109-3309

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

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

Met/Exceeded Expectations

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

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	60%	88	59
Mathematics Met or Exceeded Expectations	47%	88	47

Mathematics and English Language Arts/ Literacy

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

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	60	60%	59	100%	✓	60	47%	47	98%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	43	61%	81	100%	✓	44	50%	74	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	N	N	N	N		N	N	N	N	
Economically Disadvantaged Students	51	61%	91	100%	✓	51	49%	87	98%	✓



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090

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BELLEVILLE, NJ 07109-3309

PARCC Performance Distribution - Grade 03

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	27	747	738	746	19%	19%	15%	41%	7%	48%	48%
White	S	S	748	756	S	S	S	S	S	S	58%
African American	S	S	734	727	S	S	S	S	S	S	30%
Hispanic	20	745	732	730	20%	20%	15%	35%	10%	45%	31%
Asian	S	S	759	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	S	753	S	S	S	S	S	S	55%
Students with Disability	S	S	704	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	24	747	733	727	21%	17%	17%	38%	8%	46%	28%
PARCC MATH											
Schoolwide	27	742	740	749	4%	22%	22%	52%	N	52%	52%
White	S	S	750	757	S	S	S	S	S	S	63%
African American	S	S	728	730	S	S	S	S	S	S	31%
Hispanic	21	740	735	736	5%	24%	24%	48%	N	48%	35%
Asian	S	S	764	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	S	754	S	S	S	S	S	S	57%
Students with Disability	S	S	716	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	24	743	735	732	4%	25%	17%	54%	N	54%	32%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090
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BELLEVILLE TOWN
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PARCC Performance Distribution - Grade 04

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	15	743	740	750	20%	13%	13%	47%	7%	53%	54%
White	S	S	739	759	S	S	S	S	S	S	64%
African American	S	S	736	733	S	S	S	S	S	S	33%
Hispanic	S	S	737	737	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	704	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	12	751	736	734	17%	8%	8%	58%	8%	67%	33%
PARCC MATH											
Schoolwide	15	728	725	745	20%	13%	40%	27%	N	27%	47%
White	S	S	721	752	S	S	S	S	S	S	57%
African American	S	S	719	727	S	S	S	S	S	S	24%
Hispanic	S	S	724	733	S	S	S	S	S	S	30%
Asian	N	N	N	771	N	N	N	N	N	N	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	703	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	12	732	720	730	17%	17%	33%	33%	N	33%	27%

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



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090
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PARCC Performance Distribution - Grade 05

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

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	18	766	743	751	N	N	17%	83%	N	83%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	728	733	S	S	S	S	S	S	32%
Hispanic	16	766	744	738	N	N	19%	81%	N	81%	37%
Asian	S	S	761	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	717	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	15	764	741	735	N	N	20%	80%	N	80%	33%
PARCC MATH											
Schoolwide	18	753	736	747	N	6%	39%	50%	6%	56%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	723	728	S	S	S	S	S	S	24%
Hispanic	16	753	734	735	N	6%	38%	50%	6%	56%	31%
Asian	S	S	761	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	717	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	15	752	733	732	N	7%	40%	47%	7%	53%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
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State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090

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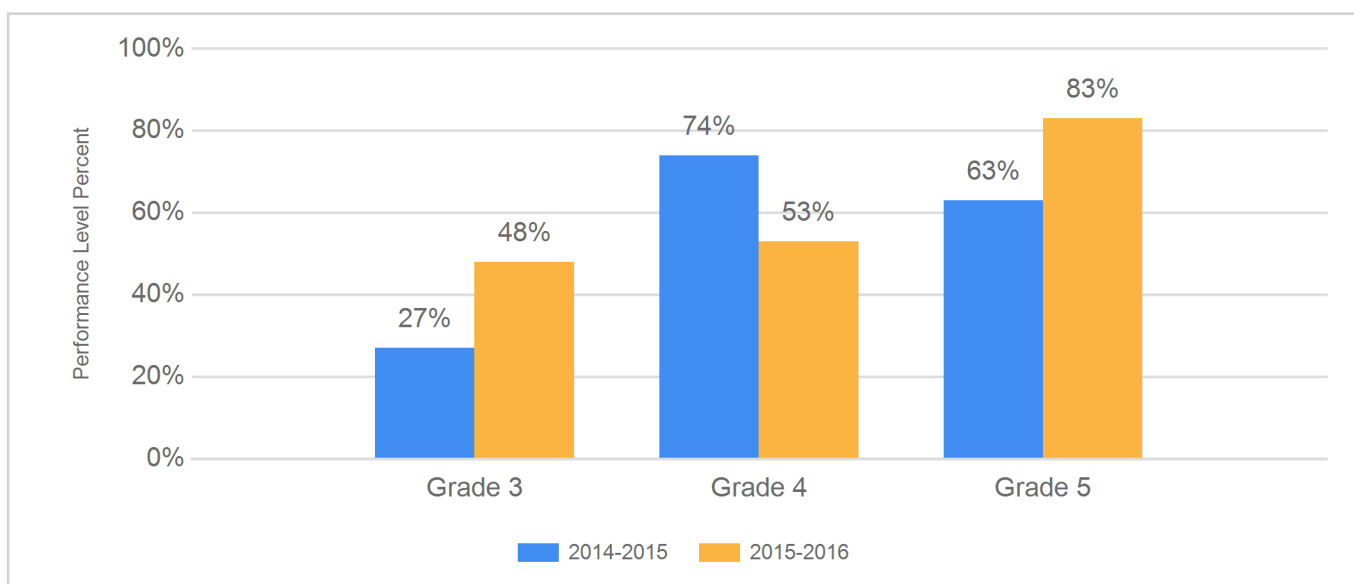
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PARCC ELA Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090

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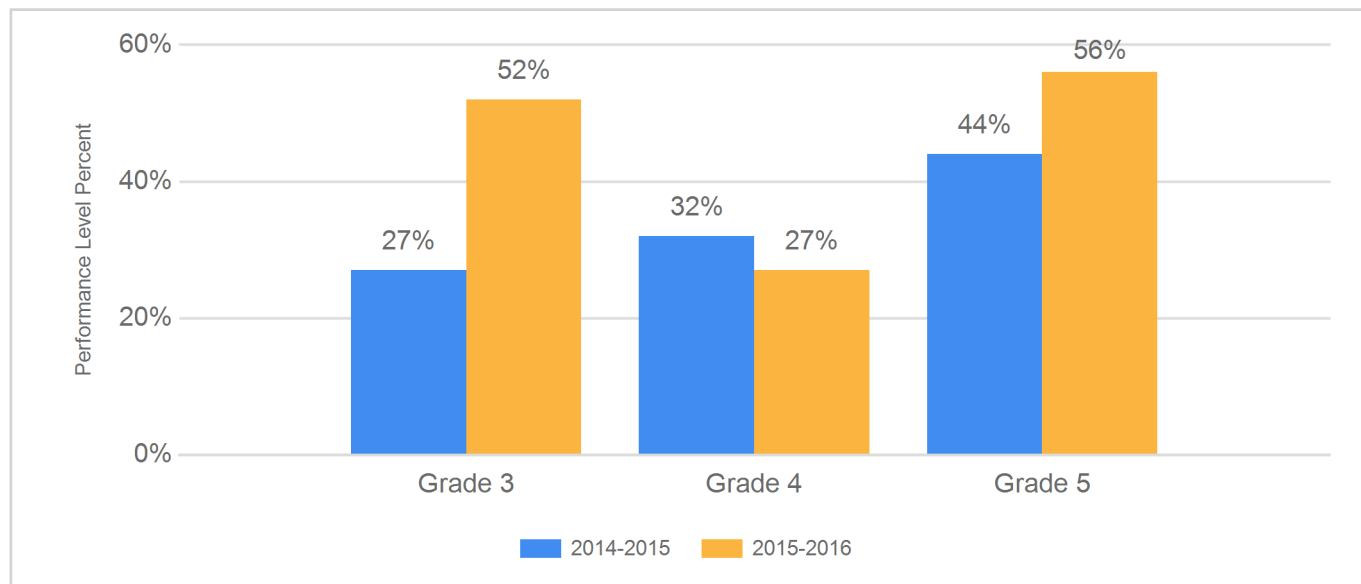
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PARCC Math Performance Trends

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090

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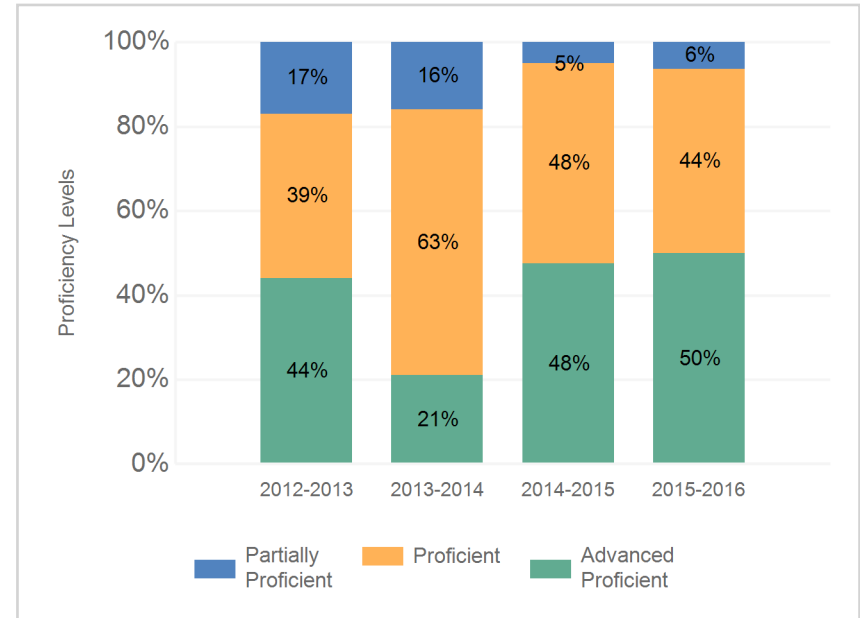
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	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	50%	44%	6%
White	S	S	S
African American	S	S	S
Hispanic	S	S	S
American Indian	N	N	N
Asian	N	N	N
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	57%	36%	7%

NJASK Proficiency Trends Science - Grade Level 04

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





State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090
ESSEX
BELLEVILLE TOWN
Belleville PS9
301 RALPH ST
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Math Grade 8	http://www.nj.gov/education/pr/1415/naep/naep8math.html
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Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
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		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



State of New Jersey
2015-2016

Grade Span KH-05

13-0250-090

ESSEX

BELLEVILLE TOWN

Belleville PS9

301 RALPH ST

BELLEVILLE, NJ 07109-3309

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

Met/ Exceeded Expectations

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

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	69	45	50
Student Growth on Math	64	40	50

Student Growth ELA

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	0%	0%
Partially Met (L2)	4%	4%	0%
Approached (L3)	0%	0%	7%
Met (L4)	7%	25%	46%
Exceeded (L5)	0%	0%	4%

Student Growth Math

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

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	4%	4%	0%
Partially Met (L2)	4%	0%	0%
Approached (L3)	7%	21%	14%
Met (L4)	4%	11%	29%
Exceeded (L5)	0%	0%	4%



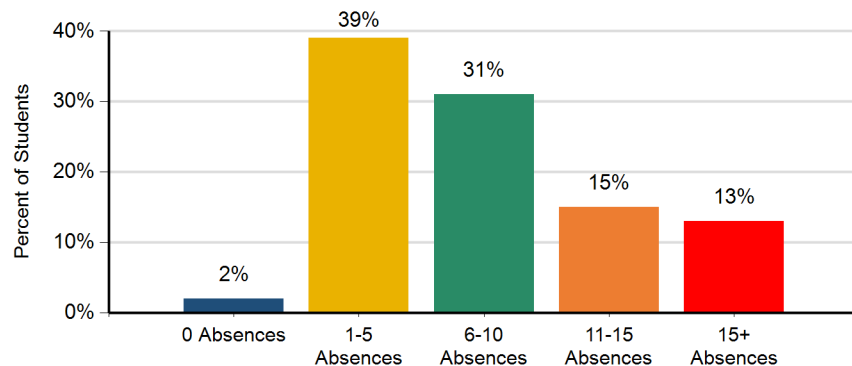
State of New Jersey
2015-2016

Grade Span KH-05

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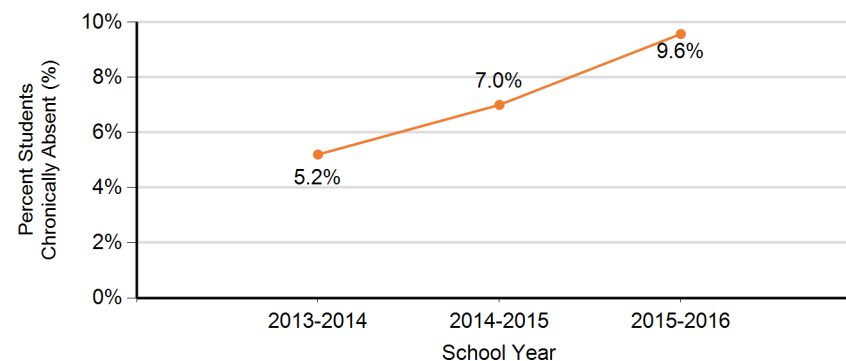
Absenteeism

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



Chronic Absenteeism Trend

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





State of New Jersey
2015-2016

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Length of School Day

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

	School
2015-16	6 Hrs. 40 Mins.

Instructional Time

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

2015-16	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student to Staff Ratio

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

2015-16	School
Faculty	15:1
Administrator	115:1

Student Suspension Rate

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

	School
2015-16	0.0%

Student Expulsions

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

	School
2015-16	0

Faculty Attendance

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

	School
2015-16	96%