

**OVERVIEW**

UNION  
ELIZABETH CITY

GRADE SPAN KG-08

This school's academic performance **significantly lags in comparison** to schools across the state. Additionally, its academic performance **is high when compared** to its peers. This school's college and career readiness **is high when compared** to schools across the state. Additionally, its college and career readiness **is high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	61	18	42%
College and Career Readiness	66	60	50%
Student Growth	88	63	100%

**Improvement Status**

N/A

**Rationale**

N/A

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

**Peer Schools** are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

**Academic Achievement**

This school outperforms **18%** of schools statewide as noted by its statewide percentile and **61%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **42%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

**College and Career Readiness**

This school outperforms **60%** of schools statewide as noted by its statewide percentile and **66%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **50%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

**Student Growth**

This school outperforms **63%** of schools statewide as noted by its statewide percentile and **88%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

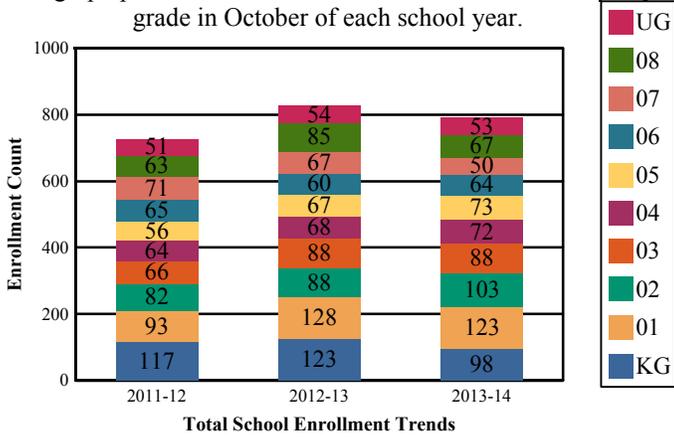
### DEMOGRAPHIC INFORMATION

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#### Enrollment by Grade

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



#### Language Diversity

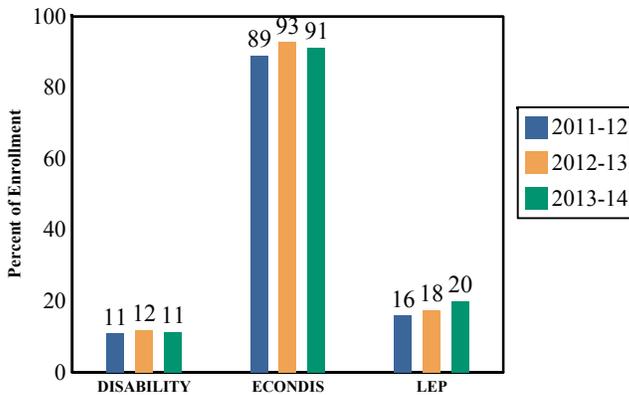
This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
Spanish	59.1%
English	33.0%
Haitian Creole	3.3%
Portuguese	2.1%
Arabic	1.1%
Chinese	0.5%
Other	1.1%

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

Total School Enrollment	
2011-12	728
2012-13	828
2013-14	791

#### Enrollment Trends by Program Participation

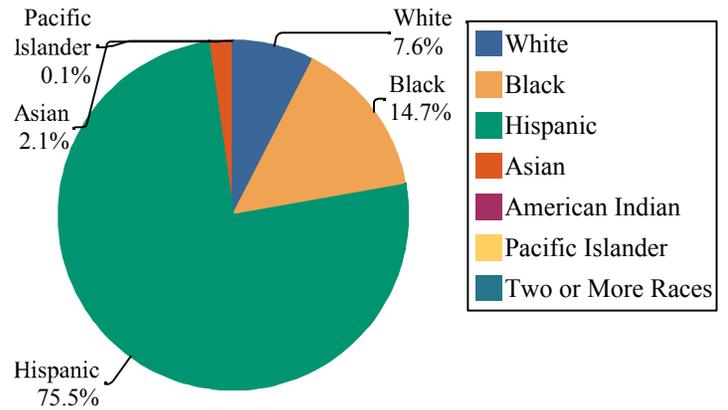


#### Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	90	11%
Economically Disadvantaged Students	722	91.3%
Limited English Proficient Students	159	20.1%

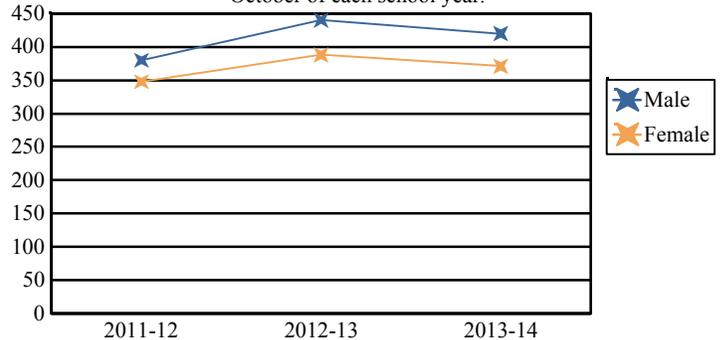
#### Enrollment by Ethnic/Racial Subgroup

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



#### Enrollment by Gender

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



	Male	Female
2011-12	380	348
2012-13	440	388
2013-14	420	371

### ACADEMIC ACHIEVEMENT

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#### ELIZABETH CITY

#### GRADE SPAN KG-08

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	43%	62	17	33%
NJASK Math Proficiency and above	56%	59	19	50%
<b>SUMMARY - Academic Achievement</b>		61	18	42%

#### NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

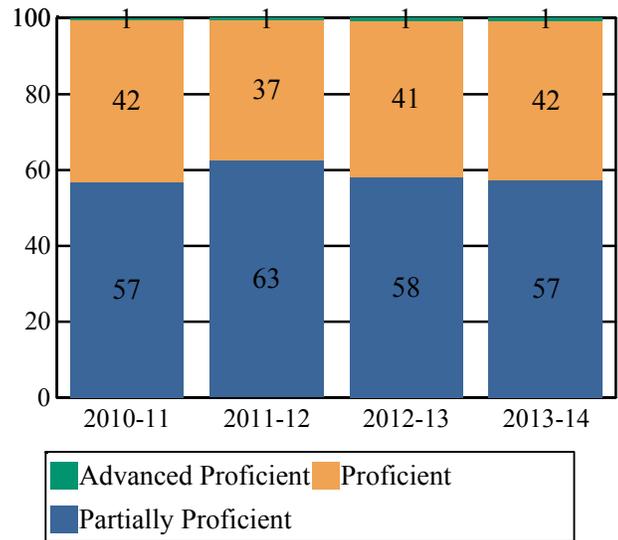
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	382	42.7	57.4	NO
White	-	-		--
Black	51	45.1	55.5	YES*
Hispanic	303	42.3	56.8	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	39	28.2	48.8	NO
Limited English Proficient Students	36	22.2	30.2	YES*
Economically Disadvantaged Students	332	41.3	56.5	NO

**YES\* = Met Progress Target (Confidence Interval Applied)**

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

#### Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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**NCLB Progress Targets - Math**

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

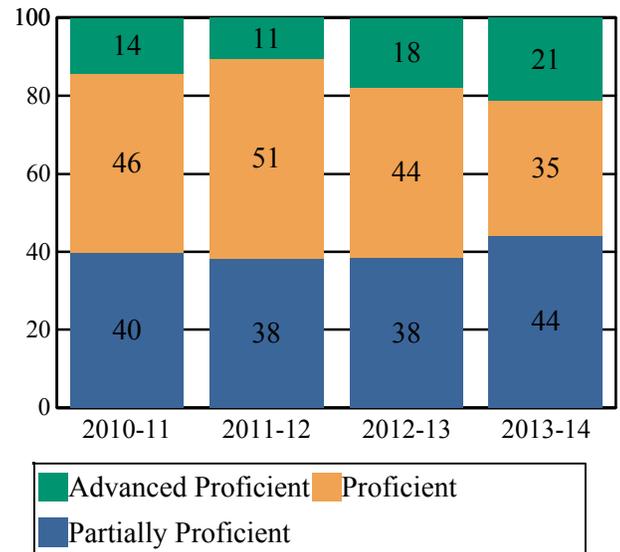
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	382	55.8	70.1	NO
White	-	-		--
Black	51	56.9	67.4	YES*
Hispanic	303	54.1	69.1	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	39	48.7	61.7	YES*
Limited English Proficient Students	36	44.5	43.6	YES
Economically Disadvantaged Students	332	54.5	70.7	NO

**YES\* = Met Progress Target(Confidence Interval Applied)**

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

**Proficiency Trends - Math**

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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**NJASK Results - Language Arts Literacy Grade Level - 03**

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	31%	69%
White	-	-	-
Black	0%	18%	82%
Hispanic	0%	34%	66%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	0%	14%	86%
Economically Disadvantaged Students	0%	30%	70%

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

**NJASK Results - Language Arts Literacy Grade Level - 04**

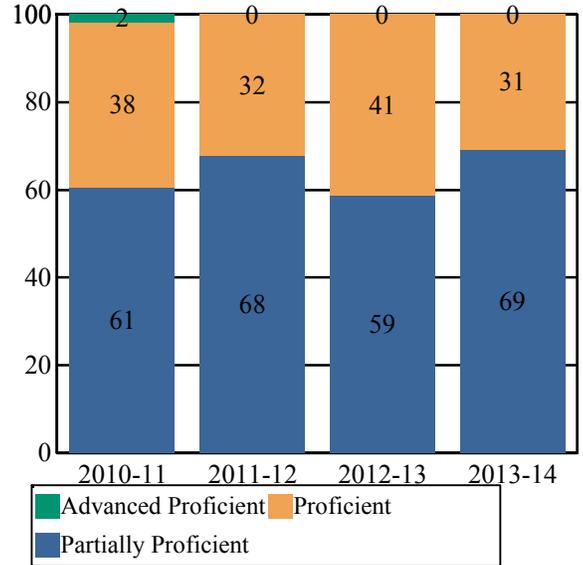
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	30%	70%
White	-	-	-
Black	-	-	-
Hispanic	0%	29%	71%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	28%	72%

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

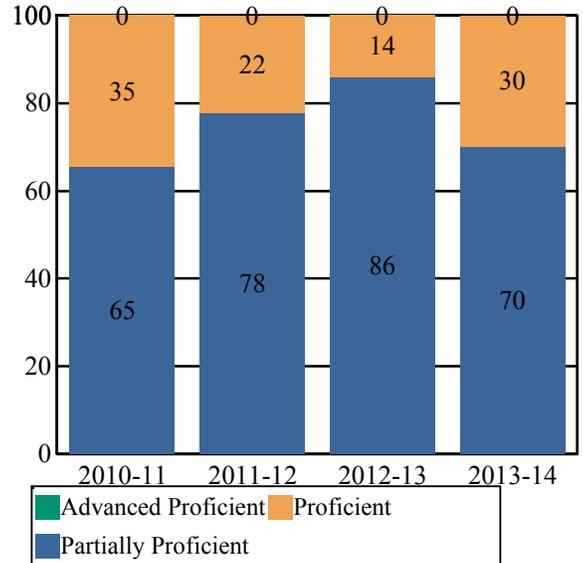
**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03**

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



**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04**

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



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**NJASK Results - Language Arts Literacy Grade Level - 05**

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	22%	77%
White	-	-	-
Black	-	-	-
Hispanic	2%	21%	77%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	21%	77%

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

**NJASK Results - Language Arts Literacy Grade Level - 06**

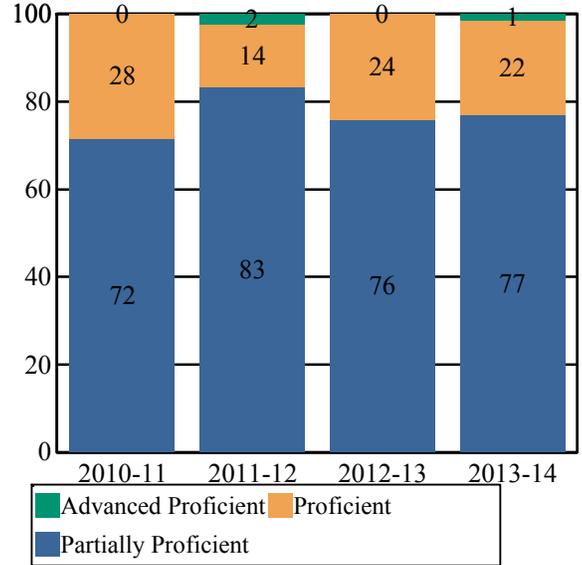
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	47%	51%
White	-	-	-
Black	-	-	-
Hispanic	2%	49%	49%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	46%	52%

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

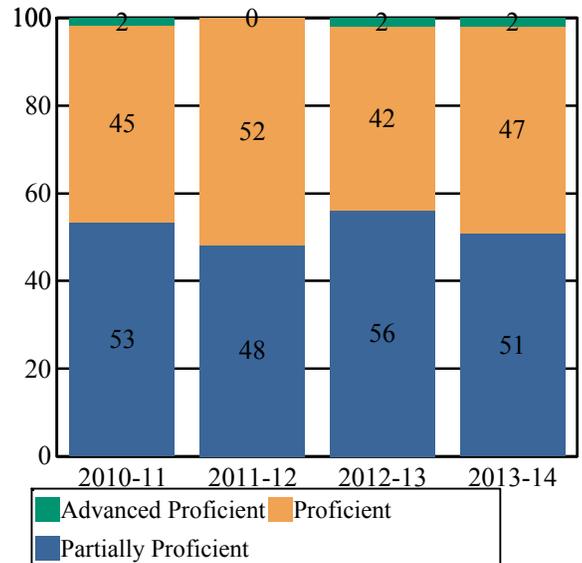
**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05**

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



**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06**

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



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**NJASK Results - Language Arts Literacy Grade Level - 07**

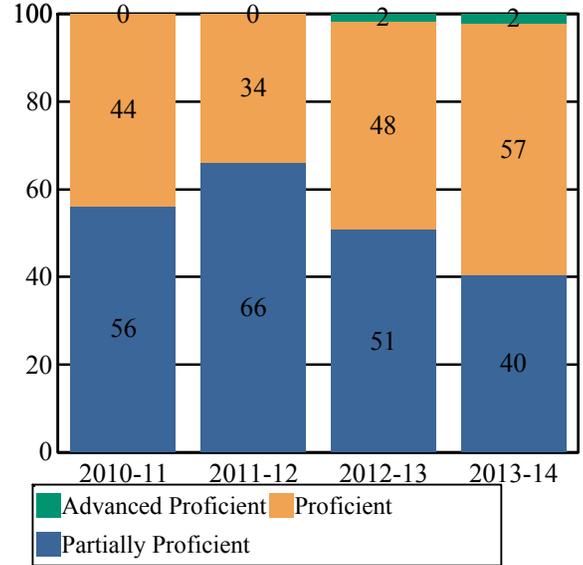
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	57%	40%
White	-	-	-
Black	-	-	-
Hispanic	3%	59%	38%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	60%	40%

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

**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07**

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



**NJASK Results - Language Arts Literacy Grade Level - 08**

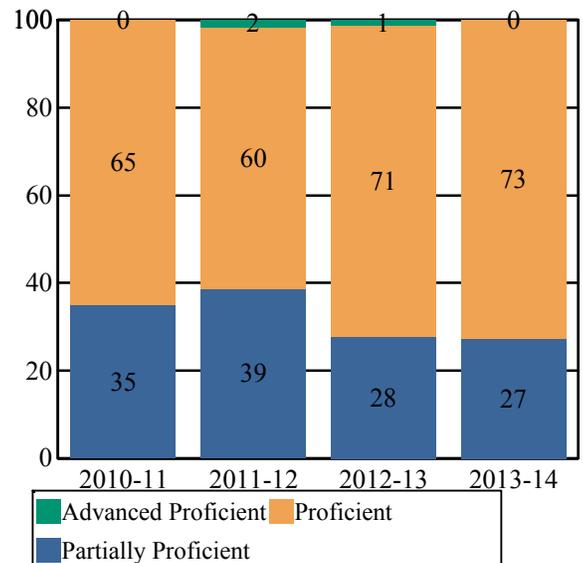
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	73%	27%
White	-	-	-
Black	0%	92%	8%
Hispanic	0%	65%	35%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	68%	32%

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

**NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08**

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



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**2013 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

<b>Grade 4 Reading</b>	<b>State/Nation</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

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<b>Grade 8 Reading</b>	<b>State/Nation</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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#### NJASK Results - MATH Grade Level - 03

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	14%	32%	54%
White	-	-	-
Black	9%	36%	55%
Hispanic	16%	28%	56%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	0%	29%	71%
Economically Disadvantaged Students	14%	30%	55%

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

#### NJASK Results - MATH Grade Level - 04

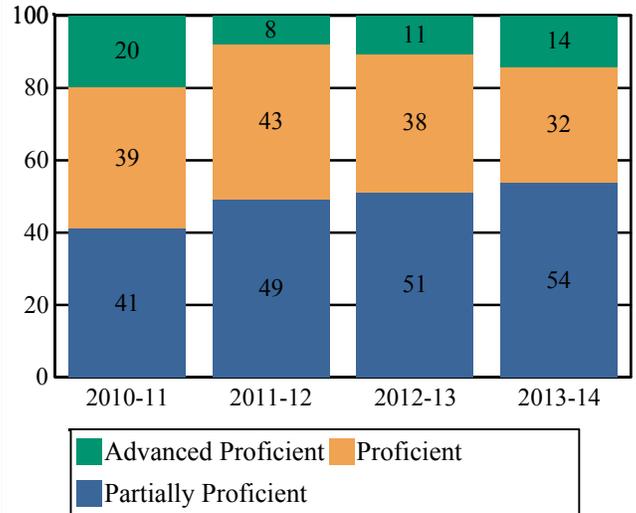
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	24%	19%	57%
White	-	-	-
Black	-	-	-
Hispanic	23%	23%	54%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	22%	20%	58%

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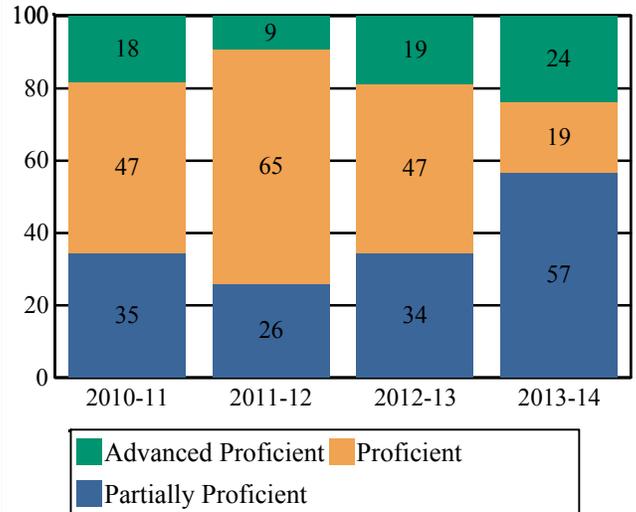
#### NJASK Proficiency Trends - Math - Grade Level - 03

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



#### NJASK Proficiency Trends - Math - Grade Level - 04

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



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**NJASK Results - MATH Grade Level - 05**

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	14%	33%	52%
White	-	-	-
Black	-	-	-
Hispanic	13%	32%	55%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	31%	62%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	16%	28%	56%

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

**NJASK Results - MATH Grade Level - 06**

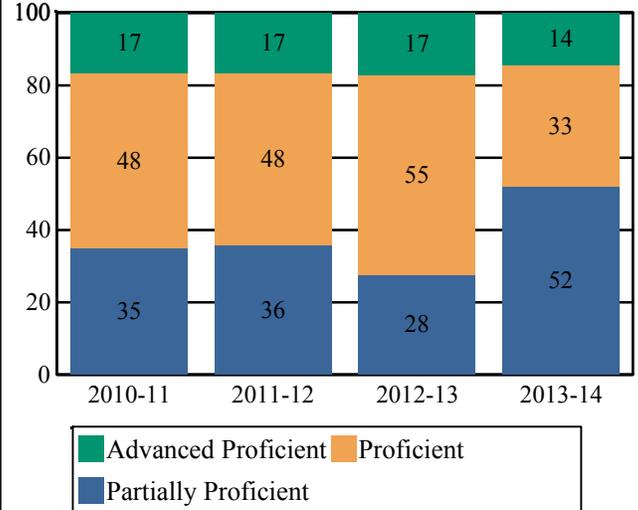
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	31%	45%	24%
White	-	-	-
Black	-	-	-
Hispanic	31%	47%	22%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	34%	44%	22%

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

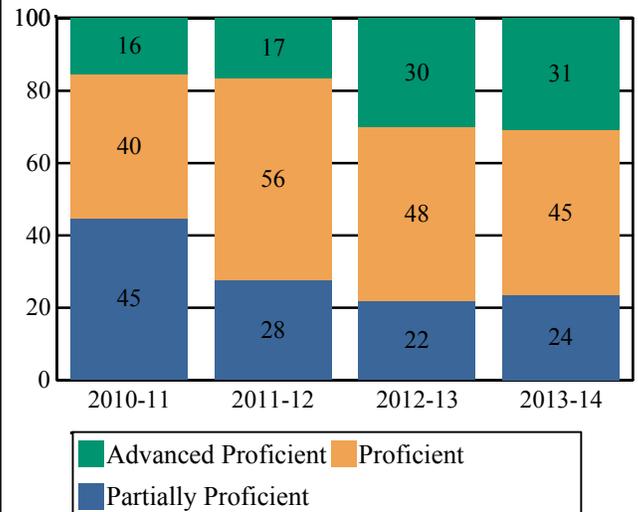
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This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



**NJASK Proficiency Trends - Math - Grade Level - 06**

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**NJASK Results - MATH Grade Level - 07**

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Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	36%	47%
White	-	-	-
Black	-	-	-
Hispanic	18%	33%	49%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	18%	38%	45%

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**NJASK Results - MATH Grade Level - 08**

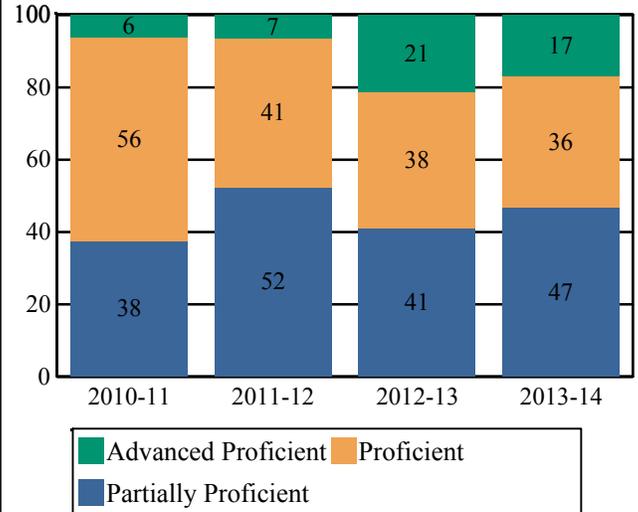
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	29%	44%	27%
White	-	-	-
Black	33%	58%	8%
Hispanic	24%	41%	35%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	30%	39%	30%

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

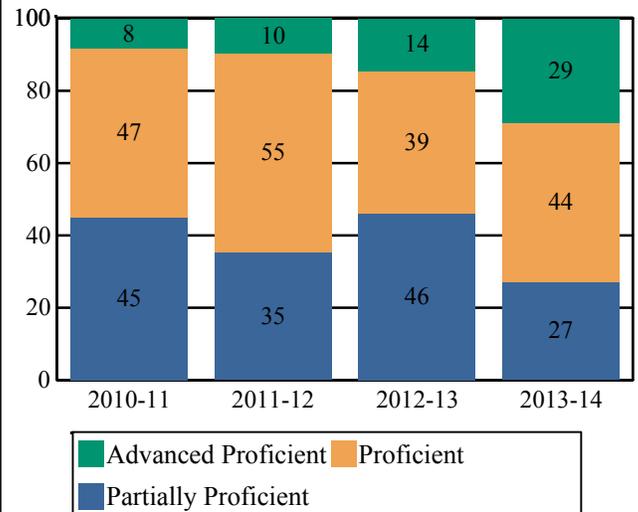
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**NJASK Proficiency Trends - Math - Grade Level - 08**

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



**ACADEMIC ACHIEVEMENT**

JOSEPH BATTIN SCHOOL NO. 4  
300 SOUTH BROAD STREET  
ELIZABETH, NJ 07202-3516

UNION  
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**2013 National Assessment Educational Progress (NAEP)**

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Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

**2013 National Assessment Educational Progress (NAEP)**

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1314/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

**ACADEMIC ACHIEVEMENT**

UNION

ELIZABETH CITY

GRADE SPAN KG-08

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

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

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	16%	46%	37%
White	-	-	-
Black	-	-	-
Hispanic	18%	45%	38%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	17%	47%	37%

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

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

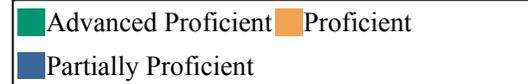
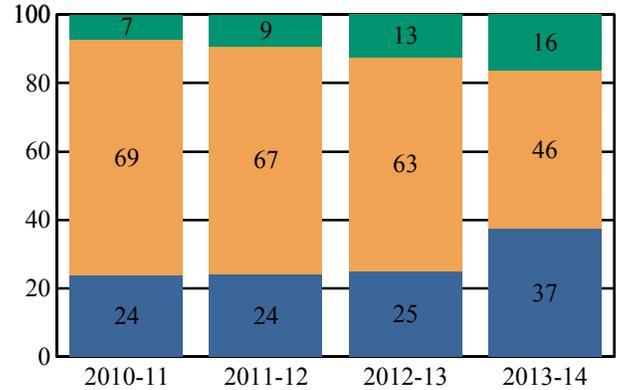
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	17%	64%	20%
White	-	-	-
Black	17%	75%	8%
Hispanic	12%	63%	24%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	16%	61%	23%

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

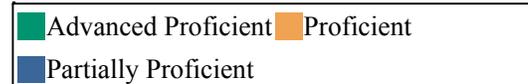
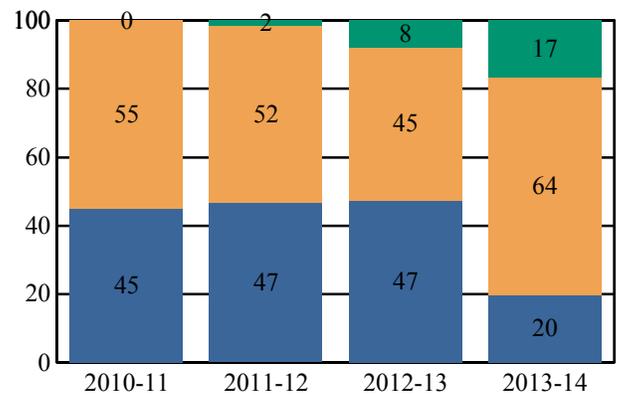
**NJASK Proficiency Trends - Science - Grade Level - 04**

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



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

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



**COLLEGE AND CAREER READINESS**  
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**GRADE SPAN KG-08**

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for 10% or more of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	100%	100	100	20%	YES
Chronic Absenteeism (%)	12%	32	20	6%	NO
Summary		66	60		50%

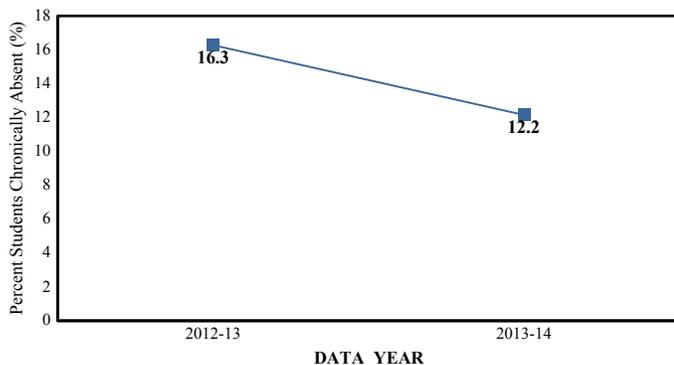
### Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	100%
Algebra grade (C or better)	71%

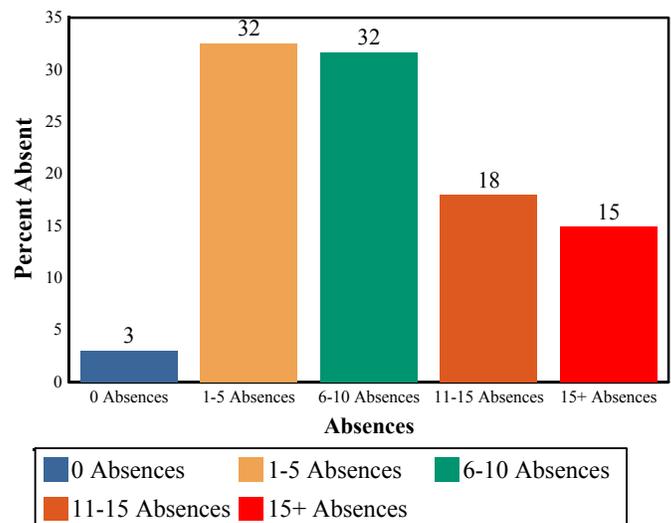
### Chronic Absenteeism Trend

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



### Absenteeism

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



**STUDENT GROWTH**

UNION  
ELIZABETH CITY

GRADE SPAN KG-08

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 NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	49	84	53	35	YES
Student Growth on Math	55	91	72	35	YES
		88	63		100%

**Student Growth**

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

**Language Arts**

**Math**

	GROWTH		
	Low	Typical	High
Partially Proficient	30%	14%	13%
Proficient	7%	12%	23%
Advanced Proficient	0%	1%	0%

	GROWTH		
	Low	Typical	High
Partially Proficient	26%	10%	7%
Proficient	8%	10%	17%
Advanced Proficient	1%	6%	15%

**Low Growth** is defined as an **Student Growth Percentile** score less than 35.

**Typical Growth** is defined as an **Student Growth Percentile** score between 35 and 65.

**High Growth** is defined as a **Student Growth Percentile** score higher than 65.

**WITHIN SCHOOL ACHIEVEMENT GAP**

UNION  
ELIZABETH CITY

GRADE SPAN KG-08

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

**Grade Level - 03**

**Grade Level - 03**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**NJ ASK Math 25th %ile vs 75th%ile**

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

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

Percentile	School Scale Score	State Scale Score
99th	218	300
75th	200	221
50th	182	207
25th	174	188
0th	137	100

Percentile	School Scale Score	State Scale Score
99th	283	300
75th	216	268
50th	193	229
25th	162	200
0th	108	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	68

**Grade Level - 04**

**Grade Level - 04**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**NJ ASK Math 25th %ile vs 75th%ile**

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

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

Percentile	School Scale Score	State Scale Score
99th	229	300
75th	202	219
50th	183	202
25th	170	186
0th	142	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	220	264
50th	191	228
25th	164	195
0th	115	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	32	33

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	69

**WITHIN SCHOOL ACHIEVEMENT GAP**

UNION  
ELIZABETH CITY

GRADE SPAN KG-08

**Grade Level - 05**

**Grade Level - 05**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**NJ ASK Math 25th %ile vs 75th%ile**

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

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

Percentile	School Scale Score	State Scale Score
99th	244	300
75th	195	224
50th	181	206
25th	169	186
0th	137	100

Percentile	School Scale Score	State Scale Score
99th	297	300
75th	219	262
50th	197	235
25th	181	206
0th	146	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	26	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	56

**Grade Level - 06**

**Grade Level - 06**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**NJ ASK Math 25th %ile vs 75th%ile**

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

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

Percentile	School Scale Score	State Scale Score
99th	244	300
75th	213	230
50th	196	211
25th	184	192
0th	147	100

Percentile	School Scale Score	State Scale Score
99th	289	300
75th	250	259
50th	223	228
25th	198	201
0th	132	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	38

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	58

**WITHIN SCHOOL ACHIEVEMENT GAP**

UNION  
ELIZABETH CITY

GRADE SPAN KG-08

**Grade Level - 07**

**Grade Level - 07**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**NJ ASK Math 25th %ile vs 75th%ile**

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

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

Percentile	School Scale Score	State Scale Score
99th	260	300
75th	211	234
50th	193	211
25th	178	188
0th	140	100

Percentile	School Scale Score	State Scale Score
99th	274	300
75th	221	250
50th	191	214
25th	165	184
0th	123	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	46

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	56	66

**Grade Level - 08**

**Grade Level - 08**

**NJ ASK Language Arts 25th %ile vs 75th%ile**

**NJ ASK Math 25th %ile vs 75th%ile**

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

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

Percentile	School Scale Score	State Scale Score
99th	246	300
75th	222	238
50th	211	221
25th	197	204
0th	172	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	242	259
50th	216	227
25th	188	192
0th	114	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	25	34

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	54	67

**SCHOOL CLIMATE**

UNION

ELIZABETH CITY

GRADE SPAN KG-08

**Length of School Day**

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

	School
2013-14	8 Hrs. 15 Mins.

**Student Suspension Rate**

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

	School
2013-14	13.0%

**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.

2013-14	School
Full Time	7 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

**Student Expulsions**

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

	School
2013-14	0

**Student to Staff Ratio**

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

2013-14	School
Faculty	12
Administrators	396

**SCHOOL PEER GROUP****JOSEPH BATTIN SCHOOL NO. 4****39-1320-035**

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	ATLANTIC CITY	CHELSEA HEIGHTS SCHOOL	01-0110-050	KG-08	88.5%	10.5%	9.1%
ATLANTIC	ATLANTIC CITY	SOVEREIGN AVENUE SCHOOL	01-0110-030	KG-08	94.3%	34.3%	11.9%
ATLANTIC	ATLANTIC CITY	TEXAS AVENUE SCHOOL	01-0110-060	KG-08	96.8%	34.9%	10.2%
CAPE MAY	WILDWOOD CITY	WILDWOOD MIDDLE SCHOOL	09-5790-070	06-08	86.9%	8.9%	29.2%
CHARTERS	JERSEY CITY COMM. CS	JERSEY CITY COMMUNITY CHARTER SCHOOL	80-6910-940	KG-08	85.2%	0.0%	5.8%
CHARTERS	PRIDE ACADEMY CHARTER SCHOOL	PRIDE ACADEMY CHARTER SCHOOL	80-6020-985	05-08	83.7%	0.0%	14.8%
CUMBERLANI	BRIDGETON CITY	BUCKSHUTEM ROAD SCHOOL	11-0540-050	KG-08	91.0%	15.9%	6.1%
CUMBERLANI	COMMERCIAL TWP	PORT NORRIS MIDDLE SCHOOL	11-0950-050	06-08	82.1%	0.0%	26.1%
ESSEX	NEWARK CITY	ABINGTON AVENUE SCHOOL	13-3570-170	PK-08	90.3%	16.2%	10.4%
ESSEX	NEWARK CITY	AVON AVENUE SCHOOL	13-3570-220	KG-08	84.5%	0.5%	7.5%
ESSEX	NEWARK CITY	BELMONT RUNYON ELEMENTARY SCHOOL	13-3570-225	PK-08	87.0%	0.2%	6.5%
ESSEX	NEWARK CITY	CAMDEN STREET ELEMENTARY SCHOOL	13-3570-310	PK-08	85.6%	7.0%	36.1%
ESSEX	NEWARK CITY	DR WILLIAM H HORTON ELEMENTARY SCHOOL	13-3570-440	KG-08	92.1%	16.9%	8.5%
ESSEX	NEWARK CITY	HAWTHORNE AVENUE SCHOOL	13-3570-470	KG-08	85.6%	0.7%	14.4%
ESSEX	NEWARK CITY	MCKINLEY	13-3570-520	PK-08	86.6%	4.9%	22.5%
ESSEX	NEWARK CITY	QUITMAN COMMUNITY SCHOOL	13-3570-605	PK-08	85.3%	4.8%	14.3%
HUDSON	JERSEY CITY	DR. CHARLES P. DEFUCCIO SCHOOL	17-2390-330	PK-08	86.8%	6.7%	17.5%
MIDDLESEX	NEW BRUNSWICK CITY	MCKINLEY COMMUNITY SCHOOL	23-3530-110	PK-08	83.3%	1.8%	18.9%
PASSAIC	PATERSON CITY	CHARLES J RILEY SCHOOL 9	31-4010-130	KG-08	94.8%	28.1%	7.5%
PASSAIC	PATERSON CITY	SCHOOL 13	31-4010-170	PK-08	90.9%	19.2%	6.8%
PASSAIC	PATERSON CITY	SCHOOL 25	31-4010-280	KG-08	91.5%	20.5%	12.1%
PASSAIC	PATERSON CITY	SCHOOL 8	31-4010-120	KG-08	93.7%	25.2%	9.0%
PASSAIC	PROSPECT PARK BORO	PROSPECT PARK SCHOOL NO. 1	31-4270-010	PK-08	84.6%	2.3%	14.2%
UNION	ELIZABETH CITY	CHARLES J. HUDSON SCHOOL NO. 25	39-1320-280	KG-08	93.0%	27.0%	5.6%
UNION	ELIZABETH CITY	CHRISTOPHER COLUMBUS SCHOOL NO. 15	39-1320-180	KG-08	90.5%	20.7%	6.3%
UNION	ELIZABETH CITY	GEORGE WASHINGTON SCHOOL NO. 1	39-1320-090	PK-08	89.7%	18.4%	6.9%
UNION	ELIZABETH CITY	IPREP ACADEMY SCHOOL NO 8	39-1320-301	KG-08	88.3%	10.7%	5.7%
UNION	ELIZABETH CITY	JOSEPH BATTIN SCHOOL NO. 4	39-1320-035	KG-08	91.3%	20.1%	9.9%
UNION	ELIZABETH CITY	LOUVERTURE-LAFAYETTE SCHOOL NO. 6	39-1320-120	PK-08	90.2%	14.8%	9.8%
UNION	ELIZABETH CITY	RONALD REAGAN ACADEMY SCHOOL NO. 30	39-1320-305	PK-08	87.5%	12.6%	12.5%
UNION	PLAINFIELD CITY	MAXSON MIDDLE SCHOOL	39-4160-070	06-08	87.6%	12.8%	21.9%