

## OVERVIEW

PASSAIC  
PATERSON CITY

GRADE SPAN 06-08

31-4010-301  
DON BOSCO ACADEMY  
202 UNION AVENUE  
PATERSON, NJ 07502

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

In particular, the School Performance Reports seek to:

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

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

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

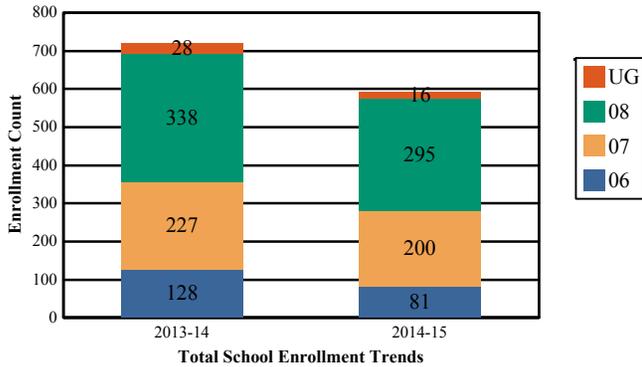
**DEMOGRAPHIC INFORMATION**

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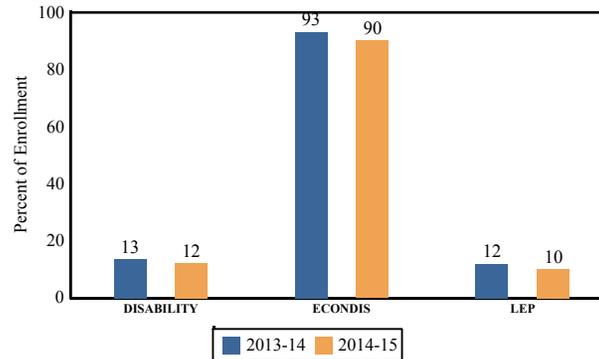
**Enrollment by Grade**

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



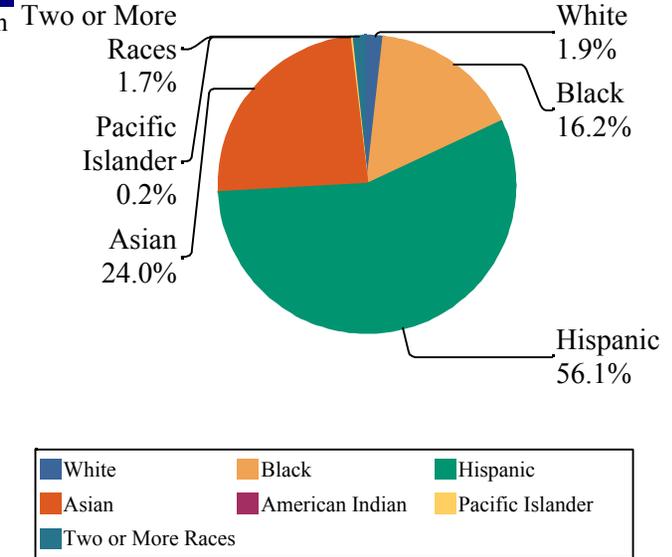
**Enrollment Trends by Program Participation**

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



**Enrollment by Ethnic/Racial Subgroup**

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

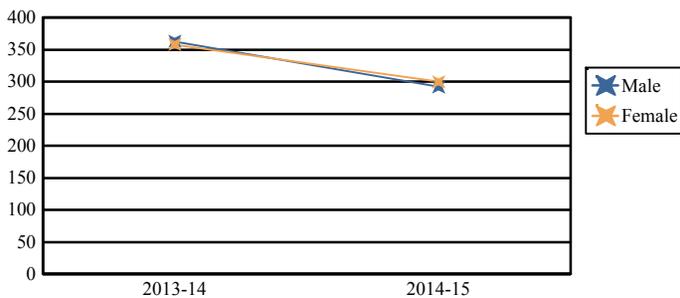


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2013-14	721
2014-15	592

**Enrollment by Gender**

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



	Male	Female
2013-14	363	358
2014-15	292	300

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	72	12%
Economically Disadvantaged Students	534	90.2%
English Language Learners	61	10.3%

**Language Diversity**

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

2014-15	Percent
English	52.2%
Spanish	24.8%
Bengali	21.8%
Urdu	0.5%
Arabic	0.5%
French	0.2%

**ACADEMIC ACHIEVEMENT**

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

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	<b>31%</b>	<b>94</b>	<b>22</b>
Math Met or Exceeded Expectation	<b>21%</b>		

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

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	465	30.5%	95%	82.8%	<b>NO</b>
White	-	-	--	--	--
African American	72	12.5%	95%	78.9%	<b>NO</b>
Hispanic	252	28.2%	95%	79.9%	<b>NO</b>
American Indian	-	-	--	--	--
Asian	122	49.2%	95%	90.6%	<b>YES*</b>
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	434	30.9%	95%	83.2%	<b>NO</b>

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

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

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**ESEA Waiver - Math**

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

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	472	21.4%	95%	82.5%	NO
White	-	-	--	--	--
African American	-	-	--	--	--
Hispanic	256	16.8%	95%	79.8%	NO
American Indian	-	-	--	--	--
Asian	126	37.3%	95%	90.6%	YES*
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	69	23.2%	95%	96.1%	YES
Economically Disadvantaged Students	435	21.3%	95%	83%	NO

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

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

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**PARCC Performance Level**

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

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

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

**ACADEMIC ACHIEVEMENT**

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**PARCC ELA Performance Distribution - Grade - 06**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	62	726	749	19%	31%	37%	13%	0%	13%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	-	-	732	-	-	-	-	-	-	29%
Hispanic	34	725	736	18%	32%	35%	15%	0%	15%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	19	732	770	11%	26%	47%	16%	0%	16%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	60	727	733	17%	32%	38%	13%	0%	13%	30%

**ACADEMIC ACHIEVEMENT**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	183	729	750	22%	21%	25%	25%	7%	32%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	25	720	730	24%	32%	32%	8%	4%	12%	31%
Hispanic	98	724	736	27%	21%	23%	24%	4%	29%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	51	743	777	14%	16%	18%	39%	14%	53%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	169	730	733	21%	22%	24%	26%	7%	33%	33%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	220	733	750	20%	23%	23%	30%	5%	35%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	39	719	730	28%	36%	21%	15%	0%	15%	31%
Hispanic	120	731	735	20%	23%	25%	26%	6%	32%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	52	749	778	13%	10%	19%	52%	6%	58%	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	205	733	732	19%	22%	24%	29%	5%	34%	34%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	60	721	743	18%	42%	25%	15%	0%	15%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	726	-	-	-	-	-	-	19%
Hispanic	33	717	731	24%	45%	18%	12%	0%	12%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	19	730	768	5%	37%	37%	21%	0%	21%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	-	-	718	-	-	-	-	-	-	14%
Economically Disadvantaged Students	58	722	729	17%	41%	26%	16%	0%	16%	23%

**ACADEMIC ACHIEVEMENT**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	187	725	740	18%	29%	32%	22%	0%	22%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	24	716	725	25%	38%	21%	17%	0%	17%	17%
Hispanic	100	720	730	22%	30%	33%	15%	0%	15%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	53	738	760	6%	26%	30%	38%	0%	38%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	36	712	717	31%	39%	14%	17%	0%	17%	11%
Economically Disadvantaged Students	171	726	728	16%	29%	33%	23%	0%	23%	21%

**ACADEMIC ACHIEVEMENT**

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	185	720	726	27%	35%	21%	16%	2%	17%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	109	718	721	28%	39%	17%	16%	1%	17%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	35	743	744	6%	29%	31%	29%	6%	34%	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	33	729	706	21%	39%	9%	24%	6%	30%	10%
Economically Disadvantaged Students	172	721	719	26%	35%	22%	16%	2%	17%	17%

**ACADEMIC ACHIEVEMENT**

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**PARCC ALGEBRA I - Performance Distribution**

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	40	749	740	0%	23%	30%	43%	5%	48%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	14	747	725	0%	7%	50%	43%	0%	43%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	19	757	769	0%	21%	21%	47%	11%	58%	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	34	749	725	0%	21%	35%	38%	6%	44%	21%

**ACADEMIC ACHIEVEMENT**

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

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

For subgroup outcomes, visit:

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

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

**Proficiency Percentages**

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

**ACADEMIC ACHIEVEMENT**

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

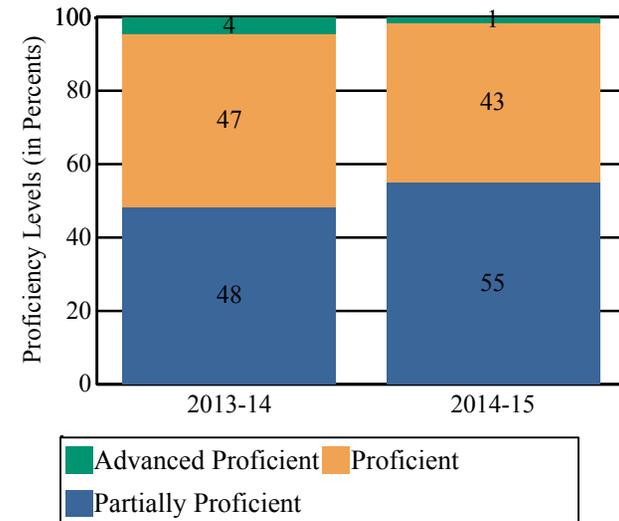
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	1%	43%	55%
White	-	-	-
African American	0%	25%	75%
Hispanic	1%	43%	55%
American Indian	-	-	-
Asian	3%	58%	39%
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	0%	24%	76%
Economically Disadvantaged Students	1%	43%	55%

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

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

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



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

### Algebra I Course Enrollment

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

Algebra I Enrollment Count	Algebra I PARCC Test Count
61	42

### Algebra I Test Taking

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

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
98.4%	47.6%

- Data Suppressed to protect the confidentiality of students

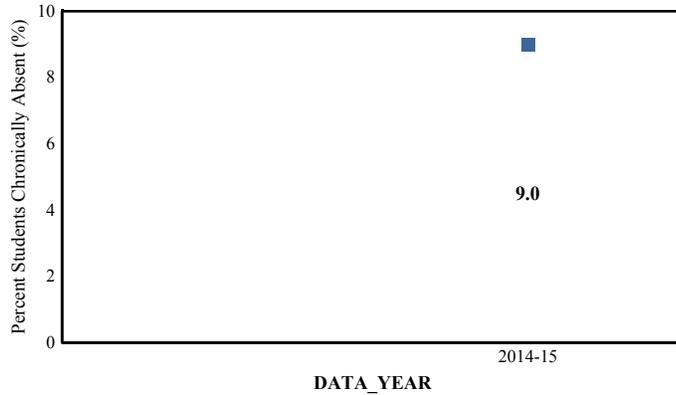
**COLLEGE AND CAREER READINESS**

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**Chronic Absenteeism Trend**

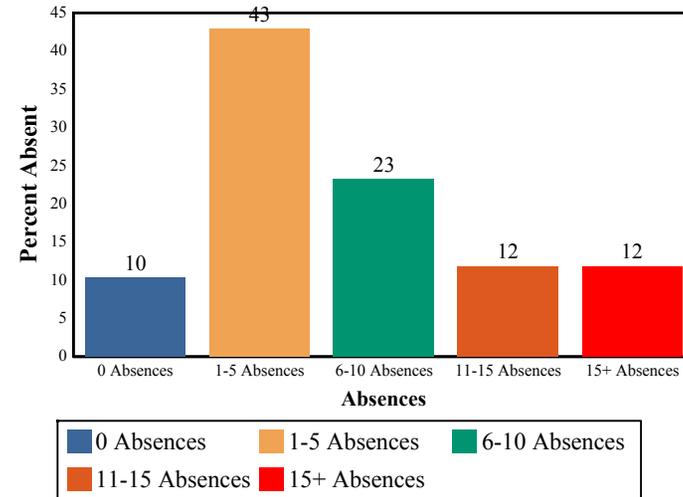
This graph presents the percentage of the enrolled students who were chronically absent for the past three years.



<b>Chronic Absenteeism for 2014-15</b>	<b>9.00%</b>
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**Absenteeism**

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



**Visual and Performing Arts**

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

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

N/R - Data Not Reported

**STUDENT GROWTH**

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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. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

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

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

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	55	84	67	35	YES
Student Growth on Math	42	46	28	35	YES
		65	48		100%

**Student Growth**

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

**Language Arts**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	3%	0%
Partially Met	12%	5%	6%
Approached	6%	11%	9%
Met	2%	5%	19%
Exceeded	0%	0%	4%

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	16%	5%	0%
Partially Met	13%	10%	10%
Approached	9%	10%	8%
Met	3%	3%	12%
Exceeded	0%	0%	1%

**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**

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

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	771	850
75th	742	770
50th	724	749
25th	706	726
0th	681	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	44

**Grade Level - 06**

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

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

Percentile	School Scale Score	State Scale Score
99th	770	850
75th	737	763
50th	721	742
25th	707	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	42

**WITHIN SCHOOL ACHIEVEMENT GAP**

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**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	803	850
75th	753	776
50th	731	751
25th	702	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	51	52

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	762	777
50th	731	751
25th	704	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	54

**Grade Level - 07**

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

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

Percentile	School Scale Score	State Scale Score
99th	776	850
75th	743	759
50th	727	740
25th	705	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	39

**Grade Level - 08**

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

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

Percentile	School Scale Score	State Scale Score
99th	805	850
75th	736	748
50th	717	726
25th	696	704
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

**SCHOOL CLIMATE**

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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
2014-15	6 Hrs. 40 Mins.

**Student Suspension Rate**

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

	School
2014-15	27.4%

**Instructional Time**

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

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

**Student Expulsions**

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

	School
2014-15	0

**Student to Staff Ratio**

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

2014-15	School
Faculty	15
Administrators	197

**SCHOOL PEER GROUP**

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31-4010-301  
DON BOSCO ACADEMY  
202 UNION AVENUE  
PATERSON, NJ 07502

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

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
CAMDEN	CAMDEN CITY	<b>DR. ULYSSES S. WIGGINS COLLEGE PREPARATORY LAB SCHOOL</b>	07-0680-320	PK-08	91.4%	10.4%	11.2%
CAMDEN	CAMDEN CITY	<b>YORKSHIP ELEMENTARY SCHOOL</b>	07-0680-360	PK-08	87.4%	4.4%	13.8%
CUMBERLANI	BRIDGETON CITY	<b>BROAD STREET SCHOOL</b>	11-0540-030	KG-08	97.8%	37.6%	10.2%
CUMBERLANI	BRIDGETON CITY	<b>CHERRY STREET SCHOOL</b>	11-0540-055	KG-08	97.6%	28.7%	5.2%
CUMBERLANI	BRIDGETON CITY	<b>INDIAN AVE SCHOOL</b>	11-0540-060	KG-08	95%	27.7%	12.9%
CUMBERLANI	BRIDGETON CITY	<b>WEST AVENUE SCHOOL</b>	11-0540-130	KG-08	90.6%	7.5%	7.7%
CUMBERLANI	COMMERCIAL TWP	<b>PORT NORRIS MIDDLE SCHOOL</b>	11-0950-050	06-08	82.4%	0%	26.1%
CUMBERLANI	VINELAND CITY	<b>LANDIS MIDDLE SCHOOL</b>	11-5390-055	06-08	93.2%	20%	14.9%
ESSEX	EAST ORANGE	<b>SOJOURNER TRUTH MIDDLE SCHOOL</b>	13-1210-135	06-08	84.8%	3.4%	20.6%
ESSEX	NEWARK CITY	<b>ABINGTON AVENUE SCHOOL</b>	13-3570-170	PK-08	91%	17%	12.8%
ESSEX	NEWARK CITY	<b>AVON AVENUE SCHOOL</b>	13-3570-220	KG-08	87.7%	0%	9.2%
ESSEX	NEWARK CITY	<b>CLEVELAND EIGHTEENTH AVENUE SCHOOL</b>	13-3570-350	PK-08	87.5%	1.4%	22.8%
ESSEX	NEWARK CITY	<b>HAWKINS STREET SCHOOL</b>	13-3570-460	PK-08	94.3%	26%	11.6%
ESSEX	NEWARK CITY	<b>LOUISE A SPENCER ELEMENTARY SCHOOL</b>	13-3570-495	KG-09	80.8%	0%	42.2%
ESSEX	NEWARK CITY	<b>MCKINLEY</b>	13-3570-520	PK-08	85%	6.4%	24.8%
ESSEX	NEWARK CITY	<b>RAFAEL HERNANDEZ SCHOOL</b>	13-3570-575	PK-08	88.2%	10.6%	15.4%
ESSEX	NEWARK CITY	<b>THIRTEENTH AVENUE SCHOOL MARTIN LUTHER KING</b>	13-3570-715	PK-08	84.9%	1.7%	24.9%
HUDSON	JERSEY CITY	<b>CHAPLAIN CHARLES WATTERS SCHOOL</b>	17-2390-220	KG-08	91.2%	10.5%	10.4%
HUDSON	JERSEY CITY	<b>PS # 34</b>	17-2390-280	PK-08	88.5%	8%	13.7%
MERCER	TRENTON CITY	<b>DUNN MIDDLE SCHOOL</b>	21-5210-100	06-08	92.2%	17.5%	18.3%
MIDDLESEX	NEW BRUNSWICK CITY	<b>MCKINLEY COMMUNITY SCHOOL</b>	23-3530-110	PK-08	89.1%	2.2%	16.6%
PASSAIC	PATERSON CITY	<b>CHARLES J RILEY SCHOOL 9</b>	31-4010-130	KG-08	94.8%	22.4%	7.6%

**SCHOOL PEER GROUP**

PASSAIC  
PATERSON CITY

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PASSAIC	PATERSON CITY	DON BOSCO ACADEMY	31-4010-301	06-08	90.2%	10.3%	12.2%
PASSAIC	PATERSON CITY	NEW ROBERTO CLEMENTE	31-4010-316	06-08	92.5%	15.2%	16.2%
PASSAIC	PATERSON CITY	REV DR FRANK NAPIER JR SCHOOL	31-4010-080	01-08	86.9%	7.8%	18.3%
PASSAIC	PATERSON CITY	SCHOOL 13	31-4010-170	KG-08	90.8%	10.2%	4.1%
PASSAIC	PATERSON CITY	SCHOOL 18	31-4010-220	PK-08	91.8%	16.7%	7.9%
PASSAIC	PATERSON CITY	SCHOOL 8	31-4010-120	KG-08	93.7%	23%	7.3%
SALEM	SALEM CITY	SALEM MIDDLE SCHOOL	33-4630-090	03-08	87.2%	1.8%	21.7%
UNION	ELIZABETH CITY	BENJAMIN FRANKLIN SCHOOL NO. 13	39-1320-160	KG-08	90.8%	15.3%	19.2%
UNION	ELIZABETH CITY	GEORGE WASHINGTON ACADEMY SCHOOL NO. 1	39-1320-090	PK-08	87.5%	1.1%	6%