



# State of New Jersey

2014-15

21-5210-200

GRANT ELEMENTARY SCHOOL

159 N CLINTON AVENUE

TRENTON, NJ 08609

## OVERVIEW

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GRADE SPAN KG-05

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**

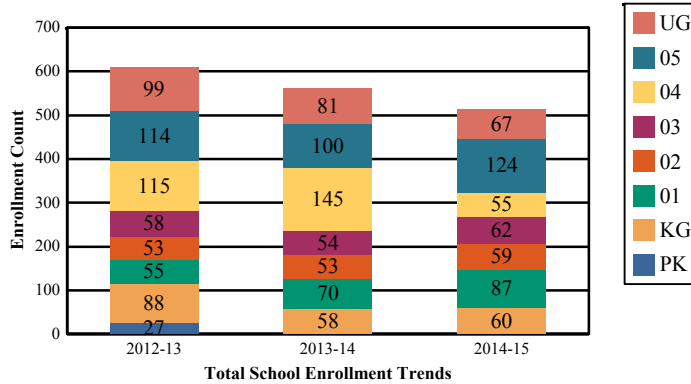
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**Enrollment by Grade**

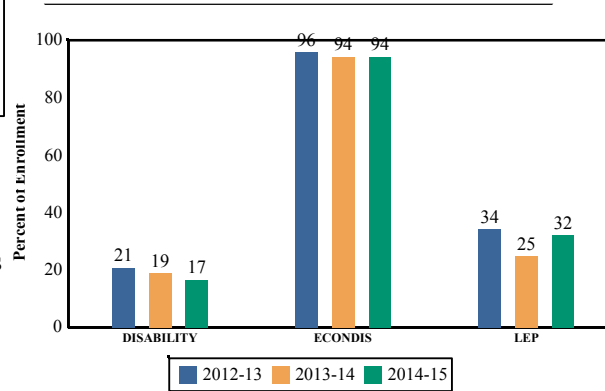
This graph presents the count of students who were 'on roll' by grade in October of each school year.



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.

**Enrollment Trends by Program Participation**

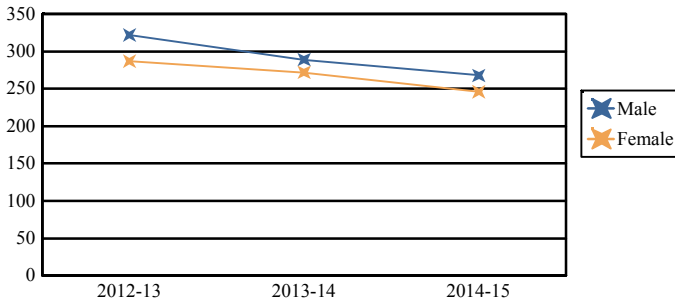
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Total School Enrollment	
2012-13	609
2013-14	561
2014-15	514

**Enrollment by Gender**

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



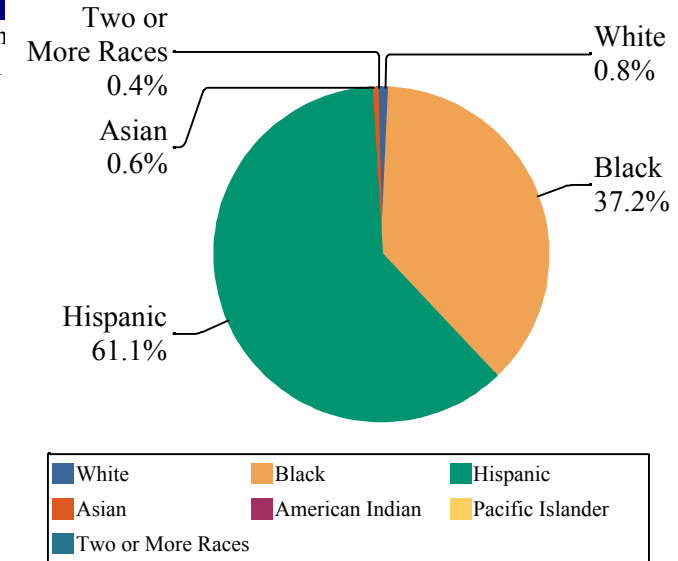
	Male	Female
2012-13	322	287
2013-14	289	272
2014-15	268	246

**Current Year Enrollment by Program Participation**

2014-15	Count of Students	% of Enrollment
Students with Disability	85	17%
Economically Disadvantaged Students	485	94.4%
English Language Learners	165	32.1%

**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.



**Language Diversity**

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

2014-15	Percent
English	54.8%
Spanish	44.1%
Karen languages	0.4%
Basa	0.4%
Amharic	0.2%
Nepali	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	18%	30	5
Math Met or Exceeded Expectation	13%		

**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	161	18	95	95.6	YES
White	-	-	--	--	--
African American	45	17.8	95	95.5	YES
Hispanic	112	18.8	95	96	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	138	14.5	95	95.3	YES

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	160	12.5	95	94.8	YES
White	-	-	--	--	--
African American	45	11.1	95	94.5	YES
Hispanic	111	13.5	95	95.3	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	138	10.8	95	95.2	YES

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

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

**ACADEMIC ACHIEVEMENT**

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**PARCC Performance Level**

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

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

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

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	40	713	744	38	33	13	15	3	18%	44%
White	-	-	753	-	-	-	-	-	-	55%
African American	13	710	725	38	23	15	23	0	23%	26%
Hispanic	27	714	727	37	37	11	11	4	15%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	-	-	769	-	-	-	-	-	-	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	37	710	724	38	35	14	14	0	14%	24%

PARCC ELA Performance Distribution - Grade - 04

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	23	728	751	13	22	43	22	0	22%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	15	732	737	13	20	40	27	0	27%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	-	-	773	-	-	-	-	-	-	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	-	-	725	-	-	-	-	-	-	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	18	724	734	17	22	50	11	0	11%	31%

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	724	751	11	44	28	17	0	17%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	24	726	734	4	46	33	17	0	17%	31%
Hispanic	70	724	737	13	41	27	19	0	19%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	-	-	771	-	-	-	-	-	-	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	-	-	723	-	-	-	-	-	-	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	83	724	734	10	43	31	16	0	16%	31%



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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	39	719	746	21	38	26	10	5	15%	46%
White	-	-	752	-	-	-	-	-	-	56%
African American	13	717	728	15	38	31	15	0	15%	25%
Hispanic	26	720	733	23	38	23	8	8	15%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	-	-	772	-	-	-	-	-	-	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	37	720	730	19	41	27	8	5	14%	26%

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

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

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

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

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

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	98	719	744	17	51	19	12	0	12%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	-	-	728	-	-	-	-	-	-	21%
Hispanic	70	720	733	16	49	21	14	0	14%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	-	-	768	-	-	-	-	-	-	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	83	718	731	18	51	20	11	0	11%	23%

**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 - 04**

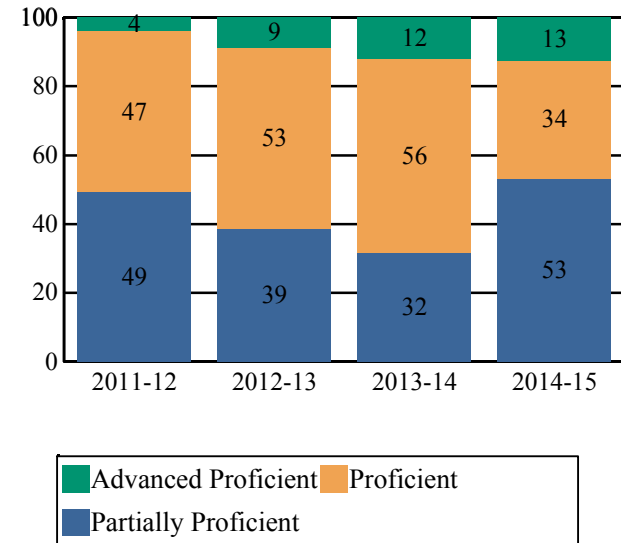
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	34%	53%
White	-	-	-
African American	0%	33%	67%
Hispanic	20%	35%	45%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	17%	30%	52%

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

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

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



**COLLEGE AND CAREER READINESS**

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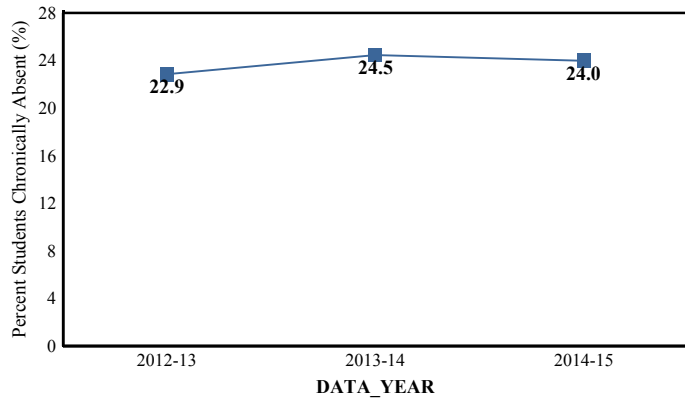
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Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly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

**Chronic Absenteeism Trend**

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

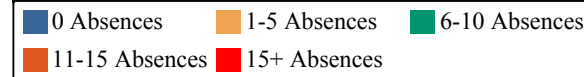
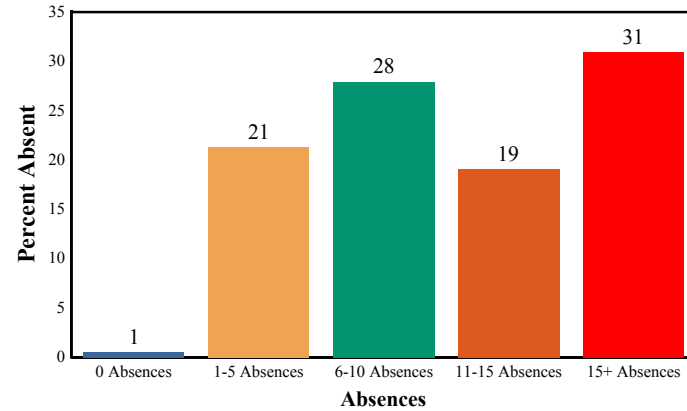


**Chronic Absenteeism for 2014-15**

**24.01%**

**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**

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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 three 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 last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	36	21	35	YES
Student Growth on Math	38	26	15	35	YES
		31	18		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**

**Math**

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	17%	3%	0%
Partially Met	15%	12%	9%
Approached	9%	10%	9%
Met	2%	4%	10%
Exceeded	0%	0%	0%

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	15%	6%	0%
Partially Met	20%	20%	11%
Approached	6%	6%	8%
Met	3%	3%	3%
Exceeded	0%	0%	0%

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

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

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

**WITHIN SCHOOL ACHIEVEMENT GAP**

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

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	735	770
50th	711	743
25th	689	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	46	55

**Grade Level - 03**

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

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

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	737	767
50th	716	745
25th	698	722
0th	664	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	45



**SCHOOL CLIMATE**

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**Grade Level - 04**

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

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

Percentile	School Scale Score	State Scale Score
99th	777	850
75th	745	773
50th	718	750
25th	692	728
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	53	45

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	773	850
75th	736	773
50th	716	751
25th	702	728
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	45

**Grade Level - 04**

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

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

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

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

**Grade Level - 05**

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

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

Percentile	School Scale Score	State Scale Score
99th	774	850
75th	725	763
50th	714	743
25th	701	723
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	40

**SCHOOL CLIMATE**

MERCER

TRENTON CITY

GRADE SPAN KG-05

**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. 30 Mins.

**Student Suspension Rate**

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

	School
2014-15	4.5%

**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	5 Hrs. 50 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	12
Administrators	257

**SCHOOL PEER GROUP**

MERCER  
TRENTON CITY

GRADE SPAN KG-05

GRANT ELEMENTARY SCHOOL  
159 N CLINTON AVENUE  
TRENTON, NJ 08609

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>
ATLANTIC	ATLANTIC CITY	BRIGHTON AVENUE SCHOOL	01-0110-300	KG-05	80.5%	44.9%	2.4%
ATLANTIC	PLEASANTVILLE CITY	WASHINGTON AVENUE ELEMENTARY SCHOOL	01-4180-060	KG-05	92.4%	45.4%	17.6%
CAMDEN	CAMDEN CITY	ALFRED CRAMER COLLEGE PREPARATORY LAB SCHOOL	07-0680-170	PK-06	92.1%	21.7%	10.2%
CHARTERS	COMMUNITY CHARTER SCHOOL OF PATERSON	COMMUNITY CHARTER SCHOOL OF PATERSON	80-6021-905	KG-07	100%	1.1%	11.2%
CHARTERS	JCAMDEN COMMUNITY CHARTER SCHOOL	CAMDEN COMMUNITY CHARTER SCHOOL	80-6063-945	KG-06	95.2%	8.3%	9.6%
CHARTERS	ROSEVILLE COMMUNITY CS	ROSEVILLE COMMUNITY CHARTER SCHOOL	80-6058-939	KG-04	95.3%	2.5%	5.6%
CUMBERLANE	VINELAND CITY	GLORIA M SABATER ELEMENTARY SCHOOL	11-5390-075	KG-05	93%	37.2%	11.3%
ESSEX	CITY OF ORANGE TWP	ROSA PARKS/CENTRAL COMMUNITY SCHOOL	13-3880-105	PK-07	91.6%	18.3%	9.3%
ESSEX	NEWARK CITY	ROBERTO CLEMENTE ELEMENTARY SCHOOL	13-3570-615	PK-04	90.3%	29%	12.1%
HUDSON	JERSEY CITY	PS # 33	17-2390-270	PK-04	88.5%	27%	7%
HUDSON	UNION CITY	COLIN POWELL ELEMENTARY SCHOOL	17-5240-300	KG-05	90.6%	32.8%	5.1%
HUDSON	UNION CITY	JEFFERSON ELEMENTARY SCHOOL	17-5240-100	PK-04	96%	31.3%	15.1%
HUDSON	UNION CITY	VETERANS' MEMORIAL ELEMENTARY SCHOOL	17-5240-118	PK-05	84.7%	35.3%	3.8%
<b>MERCER</b>	<b>TRENTON CITY</b>	<b>GRANT ELEMENTARY SCHOOL</b>	<b>21-5210-200</b>	<b>KG-05</b>	<b>94.4%</b>	<b>32.1%</b>	<b>15.4%</b>
MERCER	TRENTON CITY	MARTIN LUTHER KING JR. ELEMENTARY SCHOOL	21-5210-401	KG-05	92.3%	32.4%	9.9%
MERCER	TRENTON CITY	PARKER ELEMENTARY	21-5210-270	KG-05	93.1%	23.5%	8.6%
MERCER	TRENTON CITY	PAUL S. ROBESON ELEMENTARY SCHOOL	21-5210-080	KG-05	92%	25.9%	10%
MERCER	TRENTON CITY	WASHINGTON ELEMENTARY SCHOOL	21-5210-300	KG-04	93.2%	15.4%	2.9%
MIDDLESEX	NEW BRUNSWICK CITY	A CHESTER REDSHAW SCHOOL	23-3530-060	KG-05	88.7%	32.9%	9.7%
MIDDLESEX	NEW BRUNSWICK CITY	LIVINGSTON ELEMENTARY SCHOOL	23-3530-090	KG-05	88.5%	22%	7.9%

**SCHOOL PEER GROUP**

MERCER  
TRENTON CITY

GRANT ELEMENTARY SCHOOL  
159 N CLINTON AVENUE  
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GRADE SPAN KG-05

MIDDLESEX	NEW BRUNSWICK CITY	<b>LORD STLRING ELEMENTARY SCHOOL</b>	23-3530-100	PK-05	92.8%	17.9%	9.6%
MIDDLESEX	NEW BRUNSWICK CITY	<b>ROOSEVELT ELEMENTARY SCHOOL</b>	23-3530-125	PK-05	89.8%	30.2%	10.3%
OCEAN	LAKWOOD TWP	<b>CLIFTON AVE GRADE SCHOOL</b>	29-2520-070	01-05	95.5%	39.8%	14.2%
PASSAIC	PATERSON CITY	<b>ROBERTO CLEMENTE SCHOOL 14</b>	31-4010-315	KG-04	90.4%	26.7%	7.3%
PASSAIC	PATERSON CITY	<b>SCHOOL 19</b>	31-4010-180	KG-04	94.7%	17.5%	5.3%
PASSAIC	PATERSON CITY	<b>SCHOOL 29</b>	31-4010-230	PK-04	92.7%	6.9%	5%
PASSAIC	PATERSON CITY	<b>SCHOOL 29</b>	31-4010-311	KG-04	88.9%	22.9%	4.3%
PASSAIC	PATERSON CITY	<b>SCHOOL 5</b>	31-4010-090	KG-06	94.8%	22.5%	7.7%
UNION	PLAINFIELD CITY	<b>JEFFERSON ELEMENTARY SCHOOL</b>	39-4160-150	KG-05	91.6%	43%	13.7%
UNION	PLAINFIELD CITY	<b>WASHINGTON COMMUNITY SCHOOL</b>	39-4160-180	PK-05	90.9%	47%	14.6%
UNION	PLAINFIELD CITY	<b>WOODLAND ELEMENTARY SCHOOL</b>	39-4160-190	KG-05	85.1%	29.8%	4.7%