NJ SCHOOL PERFORMANCE REPORT

JACKSON AVENUE
(03-1860-120)
Grades Offered: PK-04
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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N No Data is available to display
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	BERGEN
District	HACKENSACK CITY
Principal Name	MR. MORAN
Address	421 JACKSON AVE HACKENSACK, NJ 07601
Phone Number	(201)646-7990
Email Address	CMORAN@HACKENSACKSCHOOLS.ORG
Website	http://www.hackensackschools.org/Jackson.cfm?subpage=239365

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
PK	84	66	65
KG	86	80	74
1	109	86	80
2	84	99	85
3	84	77	98
4	67	80	85
Total	514	488	487

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.5%	49.0%	53.4%
Male	54.5%	51.0%	46.6%
Economically Disadvantaged Students	90.7%	65.0%	66.3%
Students with Disabilities	17.1%	17.6%	19.7%
English Learners	11.7%	14.5%	20.7%
Homeless Students		0.8%	1.8%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	4.1%	5.3%	4.9%
Hispanic	82.3%	82.6%	82.5%
Black or African American	10.1%	8.2%	9.0%
Asian	2.7%	3.3%	2.5%
Native Hawaiian or Pacific Islander	0.6%	0.6%	0.2%
American Indian or Alaska Native	0.2%	0.0%	0.2%
Two or More Races	0.0%	0.0%	0.6%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	55	18	18
PK - Full Day	29	48	47
KG - Half Day	0	0	0
KG - Full Day	86	80	74

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	63.2%
English	33.3%
Other Languages	3.5%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	46	50	Met Standard	47	45	50	Met Standard
White	N	53	50	**	N	54	51	**
Hispanic	50.5	47	49	Met Standard	40	45	48	Met Standard
Black or African American	*	42	44	**	*	44	44	**
Asian, Native Hawaiian, or Pacific Islander	*	52	61	**	*	54	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	36	49	**	N	*	51	**
Economically Disadvantaged	51	44	48	Met Standard	48	42.5	47	Met Standard
Students with Disabilities	*	33.5	41	**	*	38	43	**
English Learners	47.5	45	54	**	40	40	51	**

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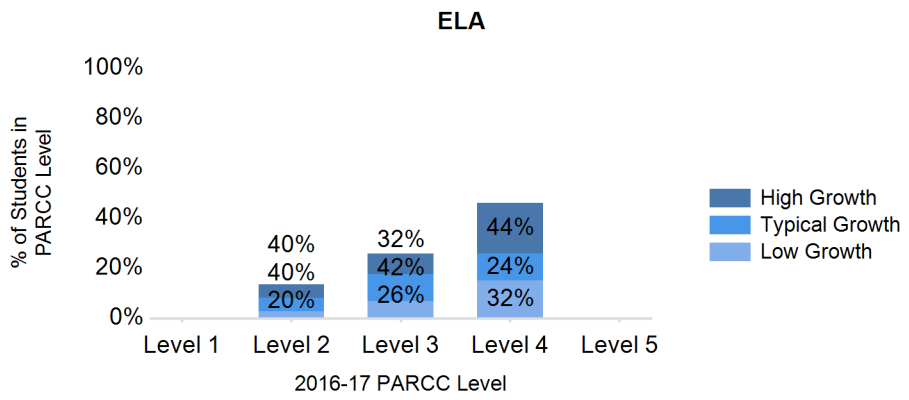
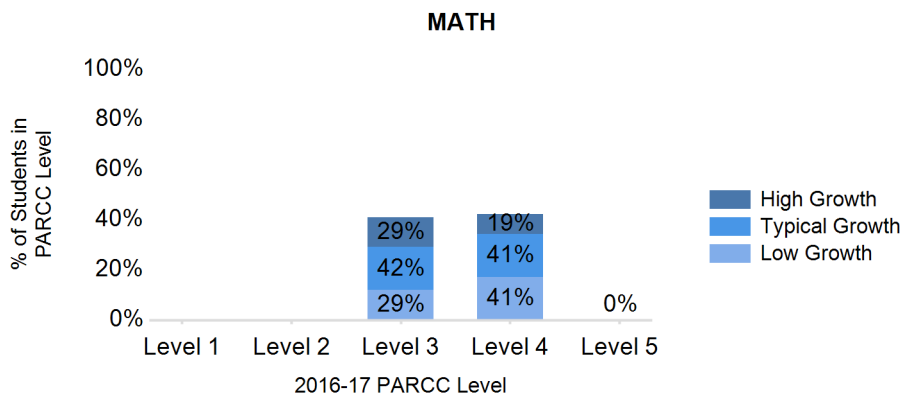
Student Growth by Performance Level

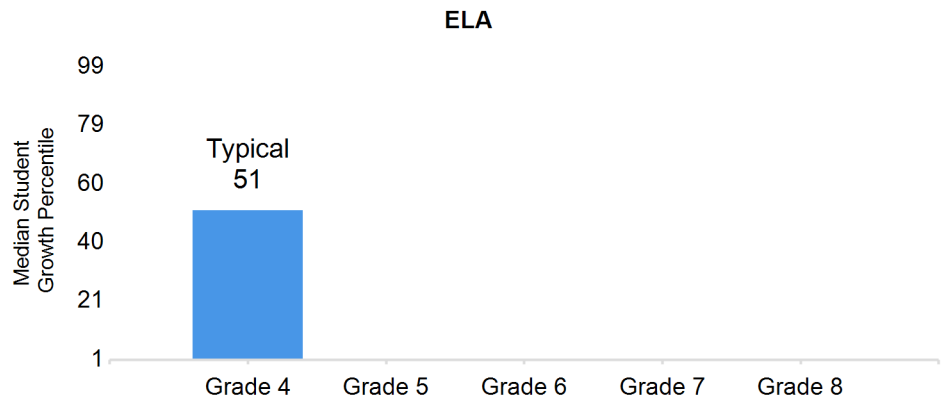
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

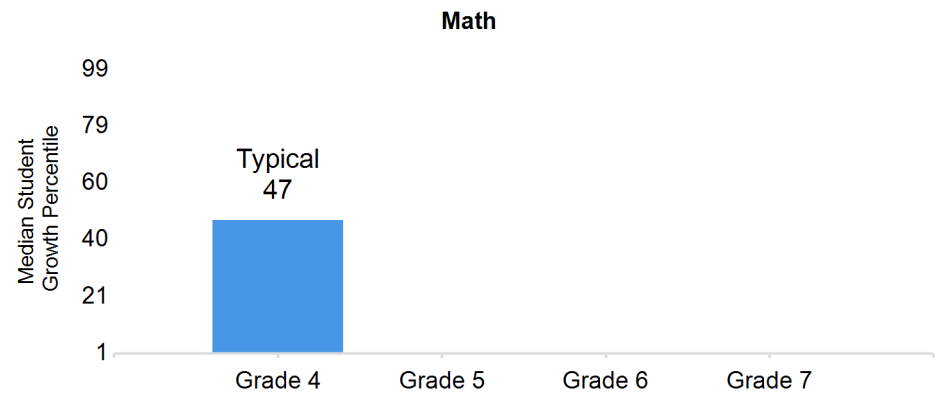




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	170	100.0	49.4	47.2	56.7	49.4	47.1	Met Target
White	*	*	*	59.5	65.6	*	**	**
Hispanic	136	100.0	46.3	43.2	42.5	46.3	46.2	Met Target
Black or African American	16	100.0	56.3	47.2	37.3	56.3	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	73.7	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	81	100.0	64.2	54.5	64.5	64.2		
Male	89	100.0	35.9	40.3	49.4	35.9		
Economically Disadvantaged Students	107	100.0	50.5	42.7	38.5	50.5	47.1	Met Target
Non-Economically Disadvantaged Students	63	100.0	47.6	54.6	67.5	47.6		
Students with Disabilities	32	100.0	21.9	*	21.6	21.9	20.3	Met Target
Students without Disabilities	138	100.0	55.8	*	63.9	55.8		
English Learners	35	100.0	31.4	*	27.3	31.4	24.1	Met Target
Non-English Learners	135	100.0	54.0	*	59.4	54.0		
Homeless Students	*	*	*	25.7	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	746	751	750	13%	14%	30%	*	*	44%	52%
White	*	*	757	759	*	*	*	*	*	*	61%
Hispanic	75	743	746	736	13%	16%	33%	*	*	37%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	42	747	755	756	*	*	*	*	*	55%	57%
Male	52	744	748	744	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	57	744	745	733	*	*	25%	*	*	47%	34%
Non-Economically Disadvantaged Students	37	748	762	762	*	*	38%	*	*	38%	64%
Students with Disabilities	20	729	713	719	*	*	*	*	*	25%	24%
Students without Disabilities	74	750	761	756	*	*	*	*	*	49%	57%
English Learners	12	696	*	712	*	*	*	*	*	*	15%
Non-English Learners	82	753	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	754	751	756	*	*	27%	41%	14%	54%	58%
White	N	N	766	764	N	N	N	N	N	N	68%
Hispanic	66	754	750	744	*	*	26%	41%	15%	56%	44%
Black or African American	10	744	747	739	*	*	*	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	45	765	757	762	*	*	24%	*	*	69%	63%
Male	36	739	744	751	*	*	31%	*	*	36%	53%
Economically Disadvantaged Students	53	755	747	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	28	752	758	767	*	*	*	*	*	57%	70%
Students with Disabilities	11	713	718	726	*	*	*	*	*	*	25%
Students without Disabilities	70	760	760	762	*	*	*	*	*	*	64%
English Learners	*	*	721	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	753	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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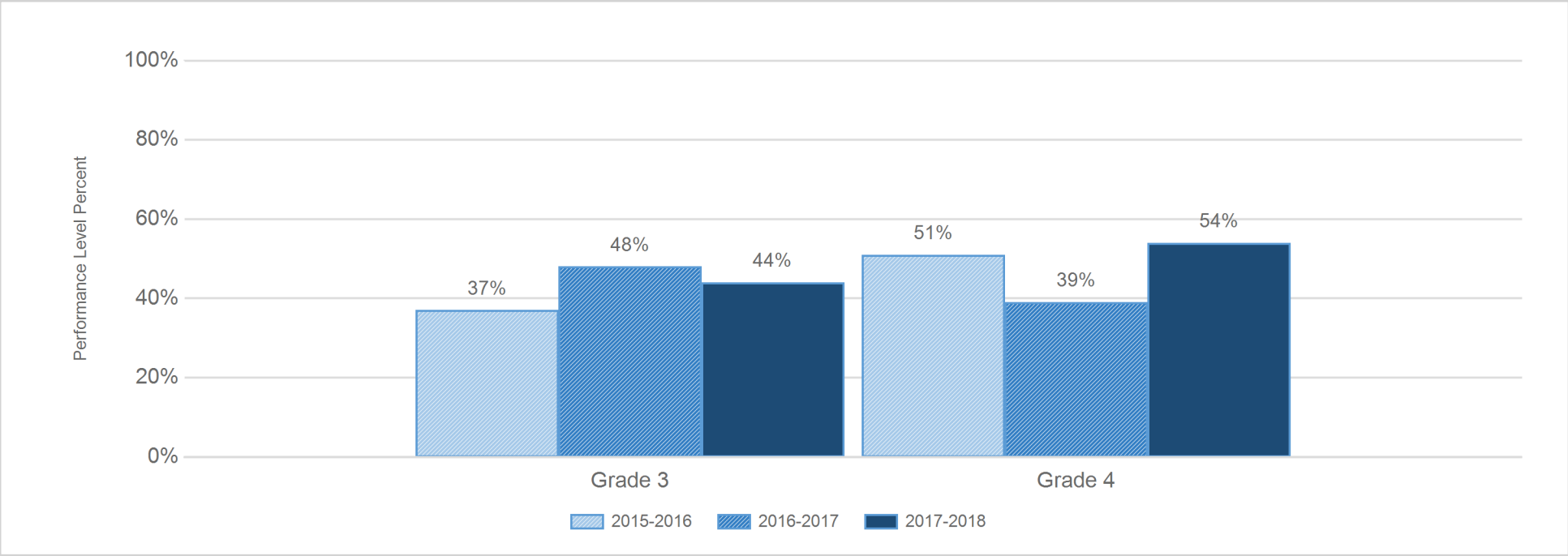
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

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Schoolwide	173	100.0	45.7	32.0	45.0	45.7	41.6	Met Target
White	*	*	*	42.0	54.1	*	**	**
Hispanic	139	100.0	45.3	30.8	29.2	45.3	43.8	Met Target
Black or African American	16	100.0	18.8	25.6	23.4	18.8	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	83	100.0	44.6	32.3	46.0	44.6		
Male	90	100.0	46.7	31.8	43.9	46.7		
Economically Disadvantaged Students	107	100.0	43.0	29.3	26.6	43.0	41.6	Met Target
Non-Economically Disadvantaged Students	66	100.0	50.0	36.6	55.9	50.0		
Students with Disabilities	32	100.0	31.3	*	17.1	31.3	23.7	Met Target
Students without Disabilities	141	100.0	48.9	*	50.5	48.9		
English Learners	38	100.0	26.3	*	24.6	26.3	34.6	Met Target†
Non-English Learners	135	100.0	51.1	*	46.9	51.1		
Homeless Students	*	*	*	23.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	750	749	752	*	16%	32%	*	*	49%	53%
White	*	*	759	760	*	*	*	*	*	*	64%
Hispanic	79	749	746	739	*	15%	34%	*	*	48%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	45	744	747	752	*	*	27%	*	*	42%	53%
Male	53	755	751	751	*	*	36%	*	*	55%	53%
Economically Disadvantaged Students	58	749	745	736	*	*	29%	*	*	48%	35%
Non-Economically Disadvantaged Students	40	751	757	762	*	*	35%	*	*	50%	66%
Students with Disabilities	20	740	724	730	*	*	*	*	*	45%	29%
Students without Disabilities	78	752	756	756	*	*	*	*	*	50%	57%
English Learners	16	723	*	726	*	*	*	*	*	13%	23%
Non-English Learners	82	755	*	754	*	*	*	*	*	56%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	743	744	748	*	21%	37%	*	*	38%	49%
White	N	N	763	755	N	N	N	N	N	N	60%
Hispanic	69	743	743	737	*	20%	38%	*	*	39%	34%
Black or African American	10	731	739	730	*	*	*	*	*	10%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	46	745	744	748	*	*	39%	*	*	41%	50%
Male	38	739	743	748	*	*	34%	*	*	34%	49%
Economically Disadvantaged Students	53	744	742	733	*	*	*	*	*	36%	30%
Non-Economically Disadvantaged Students	31	740	747	758	*	*	*	*	*	42%	62%
Students with Disabilities	11	718	718	725	*	*	*	*	*	*	22%
Students without Disabilities	73	746	751	753	*	*	*	*	*	*	55%
English Learners	*	*	723	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	745	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

JACKSON AVENUE
(03-1860-120)
Grades Offered: PK-04
2017-2018

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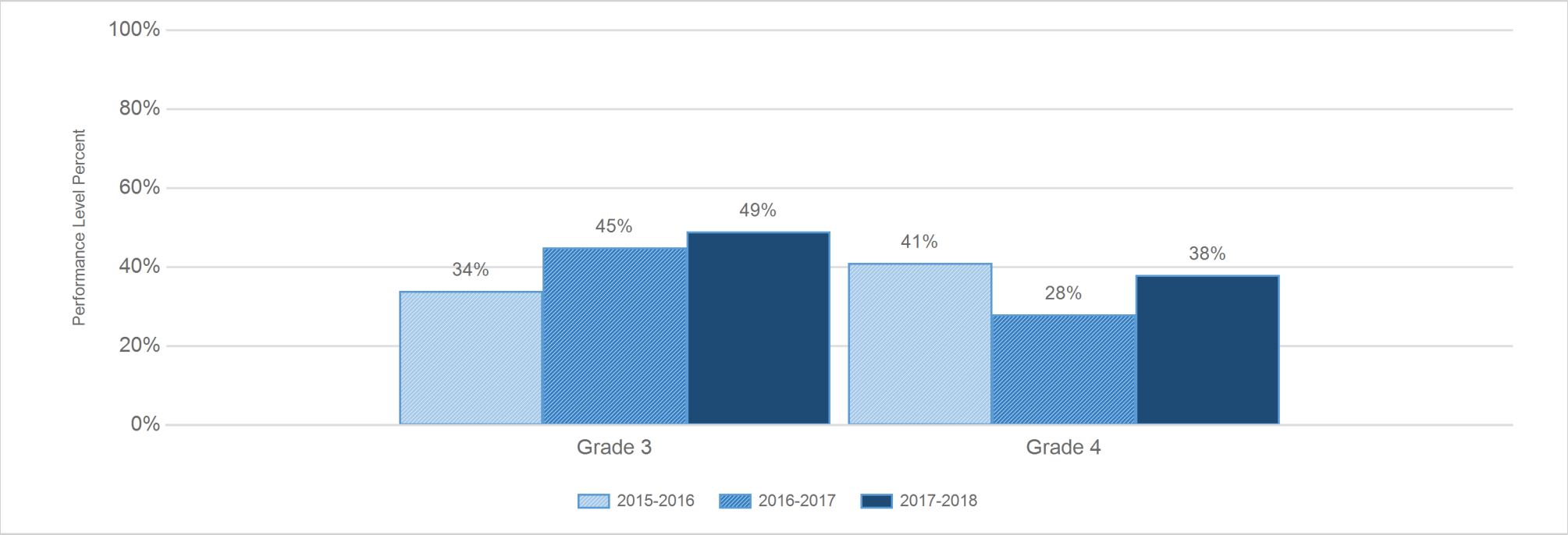
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps Alternate Assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	53.7%	60.7%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	43	*	*
3-4	33	*	*
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

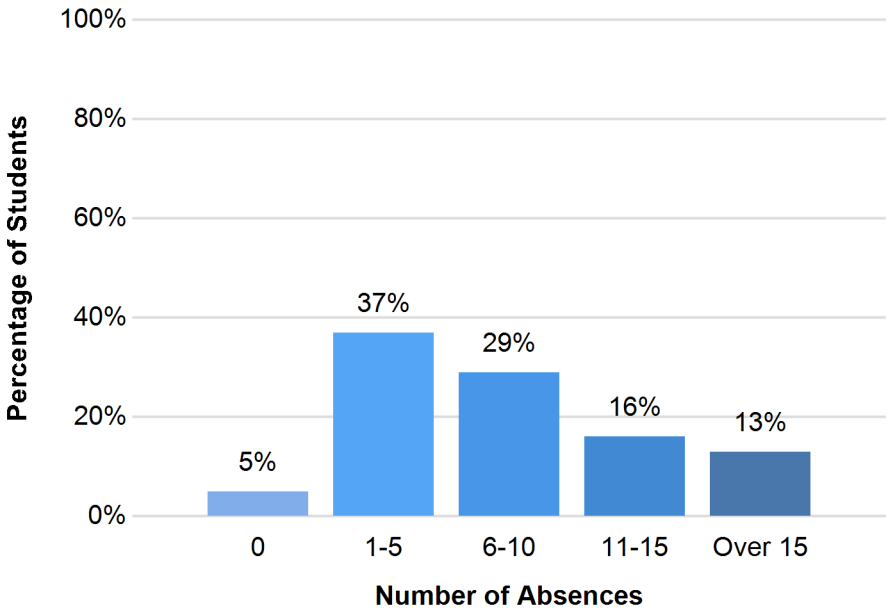
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	48	11.3	9.1	Not Met
White	5	29.4	**	**
Hispanic	34	9.8	9.1	Not Met
Black or African American	9	20.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	26	9.1	9.1	Met
Students with Disabilities	10	14.1	9.1	Not Met
English Learners	11	11.1	9.1	Not Met

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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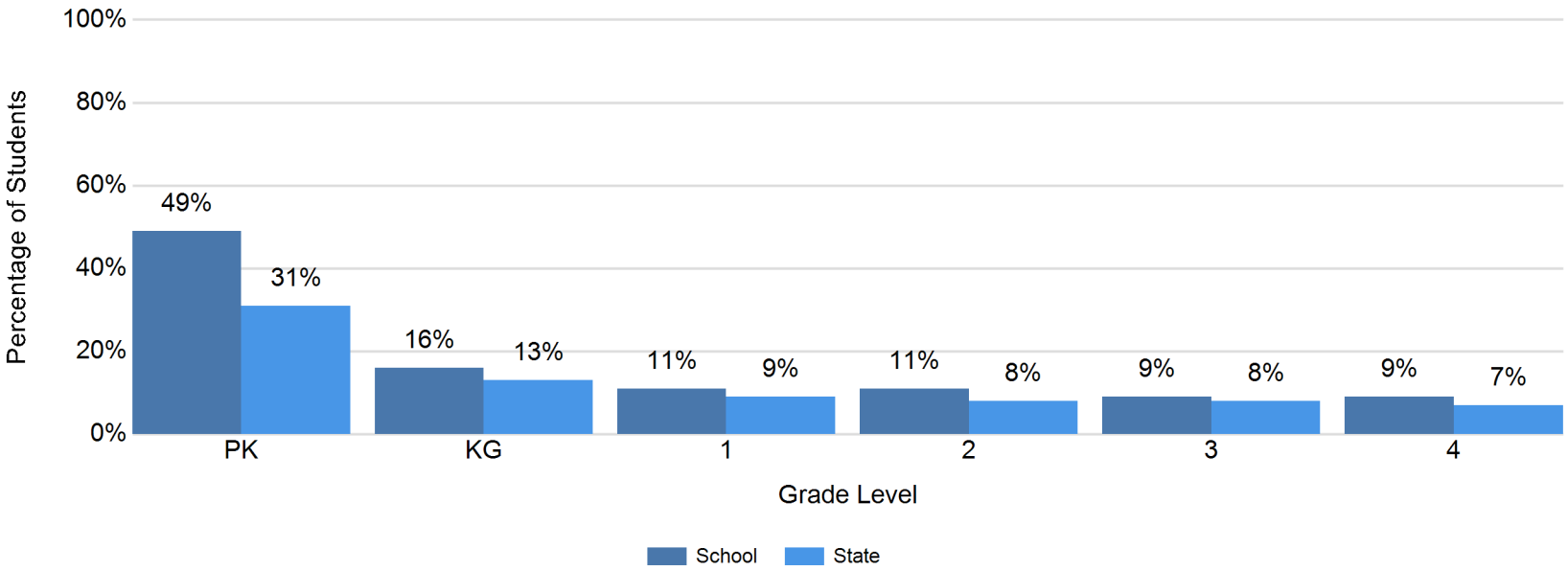
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.41

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
*

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$546	$15,262	$15,808

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	12.1	10.7
Teachers in district for 4 or more years	75.0%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	33	9,374
Average years experience in public schools	15.7	16.0
Average years experience in district	15.7	12.0
Administrators in district for 4 or more years	84.8%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	244:1	173:1
Teachers to Administrators	18:1	13:1
Students to Librarians/Media Specialists		952:1
Students to Nurses		571:1
Students to Counselors		519:1
Students to Child Study Team		212:1

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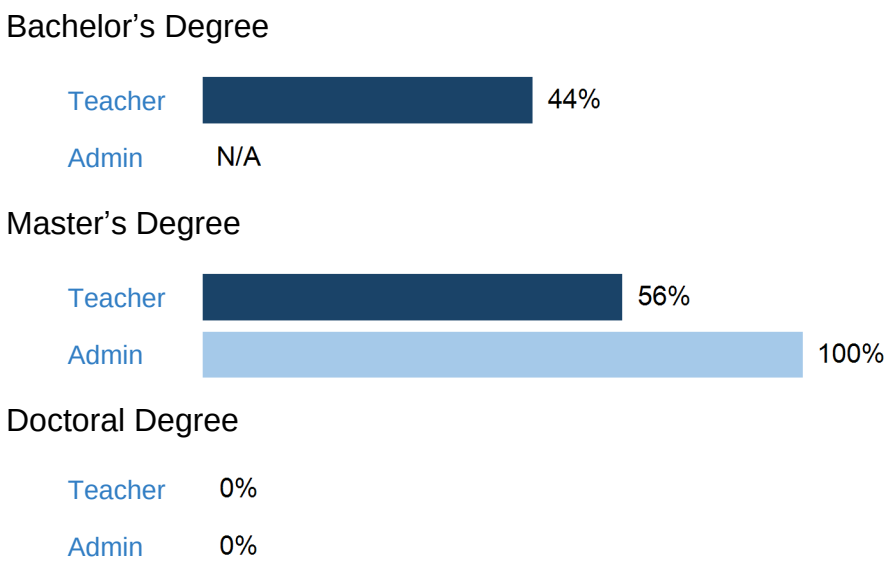
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	92.9%	90.2%
2016-17 Administrators: Same district 2017-18	70.6%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	89.8%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	91.7%	50.0%
Male	8.3%	50.0%
White	69.4%	50.0%
Hispanic	22.2%	50.0%
Black or African American	8.3%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	39.75	15.0%
Mathematics Proficiency	53.38	15.0%
English Language Arts Growth	54.68	20.0%
Mathematics Growth	34.54	20.0%
Progress Towards English Language Proficiency	48.30	20.0%
Chronic Absenteeism	26.92	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	44.16	n/a
Summative Rating: Percentile Rank of Summative Score	39.45	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	49.02	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	69.28	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target†	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• We deliver data-based instruction that attends to the individual needs of our students. • We are a Future Ready school. We have a Chromebook cart in every classroom used to enhance learning in all subjects. • We use a Mindfulness Approach to teach the Whole Child and provide training and community building to our families.
Mission, Vision, Theme:	Jackson Avenue Elementary School is a safe, respectful, collegial, and nurturing learning community that works to ensure that all students meet their individual potential. We are committed to the idea that all children can meet or exceed grade-level expectations. We also understand that we must exhibit enthusiasm and motivation for teaching so that students demonstrate the same energy in their learning.
Awards, Recognition, Accomplishments:	With one hundred percent of its staff being highly qualified, Jackson Avenue School is a Professional Learning Community. The school has made substantial progress in meeting the State's performance targets as a result of teachers, administrators, the special services team, para-professional educators, parents, and the support staff working collaboratively to create and sustain an optimal learning environment for the whole child.

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Courses, Curriculum, Instruction:	All subjects are aligned to the NJSLS. The core programs are Journeys and GoMath. Both Math and Literacy instruction focus on small group instruction. The science curriculum focuses on hands-on instruction and STEM. Our Social Studies program is Pearson My World. Our Performing and Visual Arts program is culturally-responsive. Our Physical Education Curriculum focuses on students' physical and mental well-being. Digital Learning and technology serve to prepare students for College and Careers.
Clubs and Activities:	We offer a Homework Help Club, a Lego League, Chorus. Our students participate in several art competitions. They perform in evening Winter and Spring Concerts. Students also volunteer for Safety Patrol. Confidence Club is offered for selected students. Mindfulness and Yoga are school-wide initiatives.

NJ SCHOOL PERFORMANCE REPORT

JACKSON AVENUE
(03-1860-120)
Grades Offered: PK-04
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Before and After School Programs:	Our Family Friendly Center includes courses in MakerSpace, literacy and math intervention, tutorials, health, fitness, and nutrition, Movie Making, art enrichment, and Performing Arts. We also offer a Tutorial program. The YMCA offers aftercare services at a fee for interested parents.
Staff and Professional Learning:	Our instructional staff participates in job-embedded professional development that responds to student performance data and teachers' individual professional development plans. We embed professional learning in all our grade level meetings, staff meetings, data meetings, and formal and informal class observations. Teachers also attend professional learning sessions outside the district.

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Student Supports and Services:	We offer Student Support services through our I&RS, Bilingual and Special Education, with related services provided by a Speech Therapist, Physical Therapist, Occupational Therapist, a Social Worker, a School Behaviorist, and a School Psychologist. Our Title I grant funds are used to provide services and materials for all students who are struggling academically and for parents to support them at home.
Student Health and Wellness:	Social-Emotional Learning is an essential part of the curriculum at Jackson Avenue. We use a Mindfulness Approach to instill in students that when their mind is calm we do our best work; when our thoughts are positive we are kinder to others and to ourselves; and when lessons are challenging, social, and interactive, we put our best efforts forward. Our after school program incorporates Health and Nutrition into their curriculum. We have a full-time school nurse on staff.
Parent and Community Involvement:	We have an active PTA that meets regularly and sponsors a wide variety of activities for parents and children. Our Parent Academy meets monthly to build community and train parents on various topics related to their child's success. We offer childcare and homework help services for both parents and students. All communication to parents is sent home in both English and Spanish to accommodate a large Spanish-speaking population. Administration and Office Staff are multi-lingual.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The mission of the School Climate and Culture Committee is building a positive school environment for all. The committee has created a survey to gather data about the attitudes and perceptions of students, parents, and teachers about the climate and culture of our school. Data is continually used to assist in reducing incidences of HIB and increasing a sense of community in our school.
Facilities:	Our school sits on four acres of land with an expansive Great Lawn at the disposal of the whole school community. We offer visitor parking amenities for parents that are dropping off, picking up, meeting with staff, or volunteering. Our building is fully air conditioned. We recently installed a new gymnasium floor with the Jackson Logo. We have installed brand new mats on the four walls of the gymnasium for the safety of our students.
School Safety:	Jackson Avenue follows all NJ State mandated regulations for monthly drills. First responders along with school administrators review the outcomes of all safety drills and continuously revise procedures to create an optimally secure environment for student safety.

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Technology and STEM:	STEM is integrated in our Science programs which are aligned to NextGen standards. We have a STEM day and Hour of Code.
Early Childhood Education:	Our Pre-School Disability classes follow the Creative Curriculum program. The classroom environment is equipped with brand new furniture and materials for our youngest learners. Oral language development, early literacy, and early numeracy are at the heart of the program goals.

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Other Information:	"Jackson Avenue School is renowned for the love of children and service to our community. We steadfastly work toward becoming one of New Jersey's Future Ready learning institutions and a place where our students receive an education that will prepare them for a prosperous life. Our beautiful school is on four acres of stunning school grounds, a suburban setting that our students use for recreation, experiential learning, community-wide events, and exercise! At Jackson Avenue School, we educate the whole child, attending to academics, social-emotional learning, and career goals for our students. Our school community is enriched by the cultural, socio-economic, and linguistic diversity of our families, which our teachers use to create deeper connections to learning. At Jackson, we are technologically-savvy and academic risk-takers, willing to do whatever it takes for the success of our students. We think out of the box, innovate, and use a wide array of instructional approaches to make content accessible to our students. Our staff is diligent in their practice of differentiation, rigor, student choice, and using data to plan for instruction. Our teachers even attend professional training during their own time and bring back new practices into the classroom. Our administrative focus for learning this year is Math Accountable Talk and Culturally-Responsive Pedagogy. With a progressive approach to education, Jackson Avenue School is increasing in academic performance and decreasing in discipline incidents. At Jackson Avenue School, our leadership is shared and inclusive. We understand that a school is transformed when professionals are empowered to do their best work in service of high expectations for all students and when each child and staff member is valued as an individual. Jackson Avenue School is a happy school where we work hard, achieve our goals, and celebrate together!" Christopher J. Moran Principal