NJ SCHOOL PERFORMANCE REPORT

EMMA C ATTALES
(01-0010-050)
Grades Offered: 05-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	ATLANTIC
District	ABSECON CITY
Principal Name	MR. BURNS
Address	800 IRELAN AVENUE ABSECON, NJ 08201
Phone Number	(609)641-5375
Email Address	KBURNS@ABSECONSCHOOLS.ORG
Website	https://www.abseconschools.org/Domain/9

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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
5	88	87	97
6	105	83	93
7	84	115	79
8	88	75	106
Total	365	360	375

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	47.9%	48.9%	46.9%
Male	52.1%	51.1%	53.1%
Economically Disadvantaged Students	41.6%	36.7%	42.4%
Students with Disabilities	9.6%	9.2%	10.4%
English Learners	1.1%	2.2%	2.4%
Homeless Students		0.6%	0.5%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.3%
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	66.0%	63.1%	60.3%
Hispanic	8.2%	10.3%	13.1%
Black or African American	16.2%	16.7%	18.1%
Asian	0.5%	0.8%	2.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	9.0%	9.2%	6.4%

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
English	90.4%
Spanish	4.5%
Other Languages	5.1%

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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	50	50	50	Met Standard	49	52	50	Met Standard
White	51	49.5	50	Met Standard	50	56	51	Met Standard
Hispanic	41	48	49	Met Standard	38	49	48	Not Met
Black or African American	48	49.5	44	Met Standard	44	46	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	55.5	59.5	49	Met Standard	53.5	53.5	51	**
Economically Disadvantaged	48	49.5	48	Met Standard	44	49	47	Met Standard
Students with Disabilities	55	55	41	Met Standard	34	34	43	Not Met
English Learners	69.5	63	54	Exceeds Standard	54	54	51	Met Standard

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

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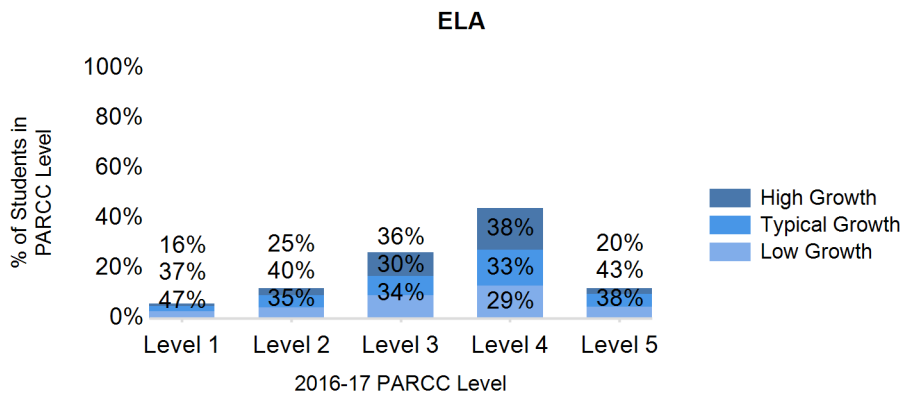
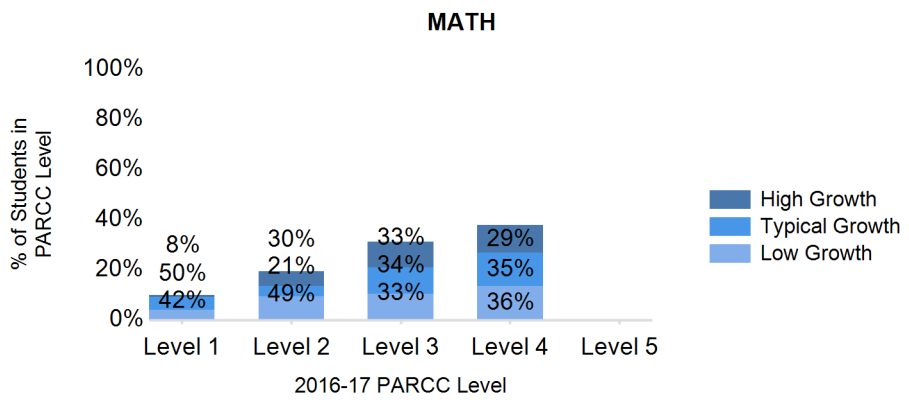
Student Growth by Performance Level

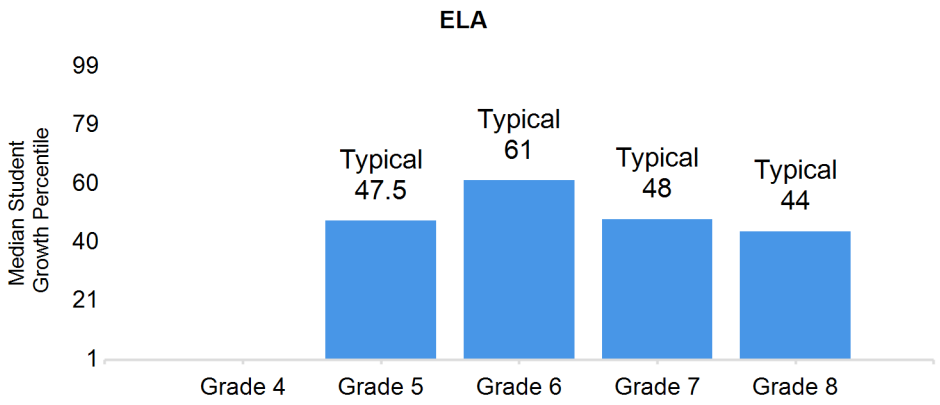
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

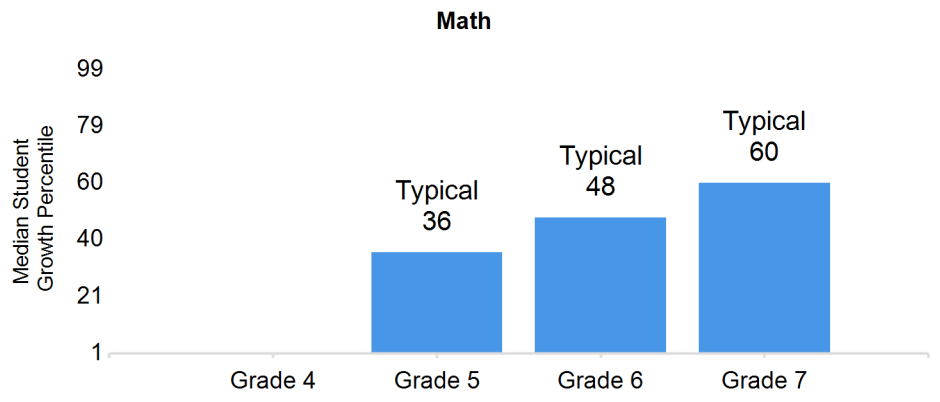




Student Growth by Grade

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	355	96.0	57.2	54.9	56.7	57.2	58	Met Target†
White	215	96.0	67.5	64.7	65.6	67.5	61.6	Met Target
Hispanic	46	93.9	37.0	37.2	42.5	36.5	48.5	Not Met
Black or African American	64	95.7	37.5	35.6	37.3	37.5	30.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.6	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	59.4	63.4	*	78.3	Not Met
Female	165	94.4	63.0	60.7	64.5	62.5		
Male	190	97.5	52.1	49.8	49.4	52.1		
Economically Disadvantaged Students	139	95.3	42.5	41.7	38.5	42.5	50.2	Not Met
Non-Economically Disadvantaged Students	216	96.5	66.7	64.0	67.5	66.7		
Students with Disabilities	35	92.7	20.0	21.9	21.6	19.4	13.8	Met Target
Students without Disabilities	320	96.4	61.2	58.7	63.9	61.2		
English Learners	30	100.0	40.0	33.3	27.3	40.0	20.7	Met Target
Non-English Learners	325	95.7	58.8	57.4	59.4	58.8		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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	93	745	745	755	13%	16%	24%	*	*	47%	58%
White	52	760	760	763	*	*	31%	*	*	60%	68%
Hispanic	14	718	718	743	*	*	*	*	*	29%	43%
Black or African American	17	724	724	738	*	*	*	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	46	748	748	762	*	*	*	*	*	54%	66%
Male	47	742	742	749	*	*	*	*	*	40%	51%
Economically Disadvantaged Students	43	731	731	739	*	*	*	*	*	35%	39%
Non-Economically Disadvantaged Students	50	758	758	766	*	*	*	*	*	58%	71%
Students with Disabilities	15	703	703	724	*	*	0%	*	*	13%	22%
Students without Disabilities	78	753	753	762	*	*	28%	*	*	54%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	93	756	756	754	*	*	27%	43%	16%	59%	56%
White	48	763	763	761	0%	*	23%	*	*	73%	66%
Hispanic	15	752	752	742	*	*	*	*	*	47%	42%
Black or African American	19	746	746	737	*	*	*	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	47	761	761	761	*	*	32%	*	*	60%	64%
Male	46	751	751	748	*	*	22%	*	*	59%	48%
Economically Disadvantaged Students	41	749	749	739	*	*	29%	*	*	46%	37%
Non-Economically Disadvantaged Students	52	762	762	764	*	*	25%	*	*	69%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	78	761	761	760	*	*	22%	33%	31%	64%	63%
White	53	766	766	768	*	*	21%	34%	36%	70%	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	16	748	748	740	0%	*	*	*	*	44%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	31	770	770	769	*	*	*	32%	42%	74%	72%
Male	47	755	755	752	*	*	*	34%	23%	57%	54%
Economically Disadvantaged Students	32	746	746	742	*	*	*	*	*	50%	44%
Non-Economically Disadvantaged Students	46	771	771	771	*	*	*	*	*	74%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	N	705	N	N	N	N	N	N	11%
Non-English Learners	78	761	761	762	*	*	22%	33%	31%	64%	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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	99	754	754	759	*	*	29%	44%	12%	57%	60%
White	65	761	761	767	*	*	26%	49%	17%	66%	70%
Hispanic	11	735	735	744	*	*	*	*	*	18%	45%
Black or African American	14	737	737	739	*	*	*	*	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	43	761	761	768	*	*	23%	*	*	65%	69%
Male	56	750	750	751	*	*	34%	*	*	50%	52%
Economically Disadvantaged Students	27	741	741	740	*	*	41%	37%	0%	37%	42%
Non-Economically Disadvantaged Students	72	760	760	769	*	*	25%	47%	17%	64%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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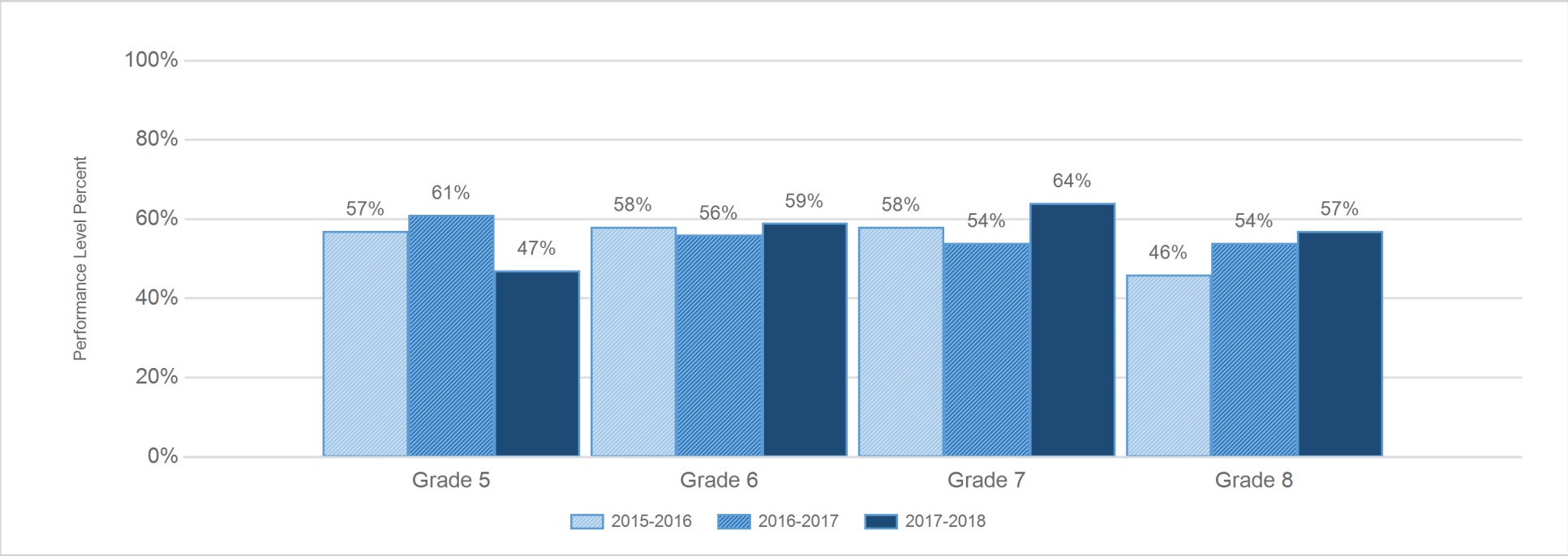
English Language Arts/Literacy Assessment - Performance Trends

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

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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	355	95.8	35.5	42.5	45.0	35.5	41.6	Not Met
White	215	96.0	43.7	52.5	54.1	43.7	44.1	Met Target†
Hispanic	46	94.0	17.4	25.7	29.2	17.1	44	Not Met
Black or African American	64	95.7	17.2	20.0	23.4	17.2	16.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.6	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	46.9	53.0	*	58.7	Met Target†
Female	165	94.4	33.9	43.7	46.0	33.7		
Male	190	97.0	36.8	41.4	43.9	36.8		
Economically Disadvantaged Students	139	94.7	24.4	30.3	26.6	24.3	34	Not Met
Non-Economically Disadvantaged Students	216	96.5	42.6	51.0	55.9	42.6		
Students with Disabilities	35	92.7	*	*	17.1	*	7.3	Met Target
Students without Disabilities	320	96.2	*	*	50.5	*		
English Learners	30	97.1	30.0	33.3	24.6	30.0	24	Met Target
Non-English Learners	325	95.7	36.0	43.5	46.9	36.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

EMMA C ATTALES
(01-0010-050)
Grades Offered: 05-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

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	93	734	734	748	16%	22%	31%	*	*	31%	49%
White	52	747	747	756	*	*	33%	*	*	44%	60%
Hispanic	14	714	714	736	*	*	*	*	*	*	32%
Black or African American	17	708	708	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	46	735	735	749	*	*	30%	*	*	33%	50%
Male	47	732	732	747	*	*	32%	*	*	30%	48%
Economically Disadvantaged Students	43	721	721	733	*	23%	30%	*	*	21%	29%
Non-Economically Disadvantaged Students	50	744	744	758	*	20%	32%	*	*	40%	62%
Students with Disabilities	15	702	702	726	*	*	0%	*	*	13%	20%
Students without Disabilities	78	740	740	752	*	*	37%	*	*	35%	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

EMMA C ATTALES
(01-0010-050)
Grades Offered: 05-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	93	733	733	744	11%	29%	31%	*	*	29%	44%
White	48	739	739	751	*	25%	33%	*	*	38%	54%
Hispanic	15	721	721	731	*	*	*	*	*	13%	27%
Black or African American	19	726	726	726	*	*	*	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	47	731	731	745	*	28%	32%	*	*	28%	45%
Male	46	735	735	742	*	30%	30%	*	*	30%	42%
Economically Disadvantaged Students	41	723	723	729	*	41%	24%	*	*	17%	24%
Non-Economically Disadvantaged Students	52	741	741	753	*	19%	37%	*	*	38%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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(01-0010-050)
Grades Offered: 05-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	79	744	744	743	*	19%	24%	*	*	49%	43%
White	53	747	747	750	*	19%	23%	*	*	53%	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	16	733	733	727	*	*	*	*	*	31%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	32	743	743	745	*	*	*	*	*	44%	45%
Male	47	745	745	741	*	*	*	*	*	53%	42%
Economically Disadvantaged Students	33	735	735	730	*	*	*	*	*	42%	24%
Non-Economically Disadvantaged Students	46	751	751	751	*	*	*	*	*	54%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

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(01-0010-050)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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).

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	65	720	720	728	*	*	*	*	*	*	28%
White	38	722	722	736	29%	*	50%	*	*	11%	36%
Hispanic	10	710	710	722	*	*	*	*	*	*	22%
Black or African American	12	720	720	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	28	718	718	731	*	*	*	*	*	*	31%
Male	37	722	722	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	23	719	719	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	42	721	721	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	34	763	763	746	0%	0%	*	*	*	79%	46%
White	27	765	765	755	0%	0%	*	*	*	81%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	15	763	763	748	0%	0%	*	*	*	87%	48%
Male	19	763	763	745	0%	0%	*	*	*	74%	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	34	763	763	752	0%	0%	*	*	*	79%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	34	763	763	749	0%	0%	*	*	*	79%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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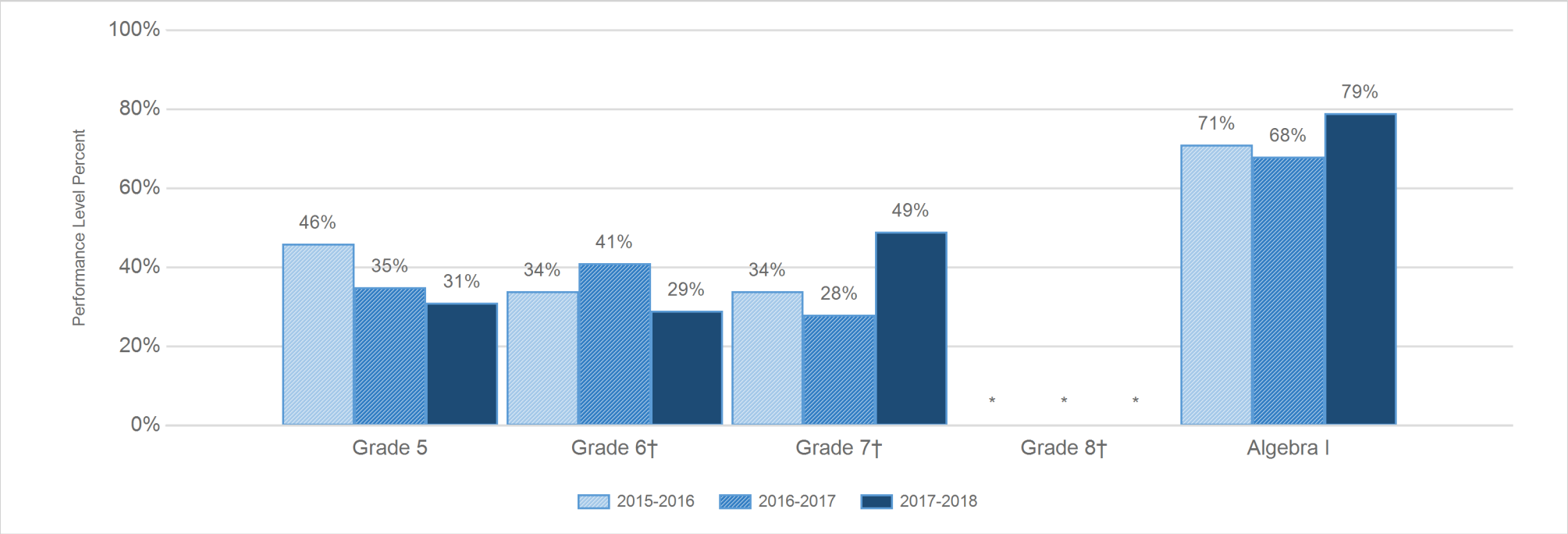
Mathematics Assessment – Performance Trends

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
5	N	N
6	N	N
7	N	N
8	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	*	*	*

† 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	*	*	*
3-4	N	N	N
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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	93
7	0	0	79
8	34	0	70
Total	34	0	242

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	92	0	0	0	0	0	0
7	78	0	0	0	0	0	0
8	104	0	0	0	0	0	0
Total	274	0	0	0	0	0	0

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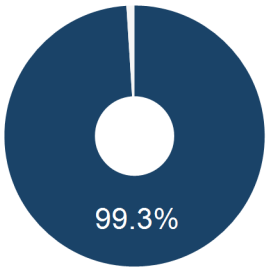
Visual and Performing Arts – Course Participation

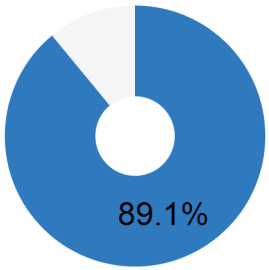
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

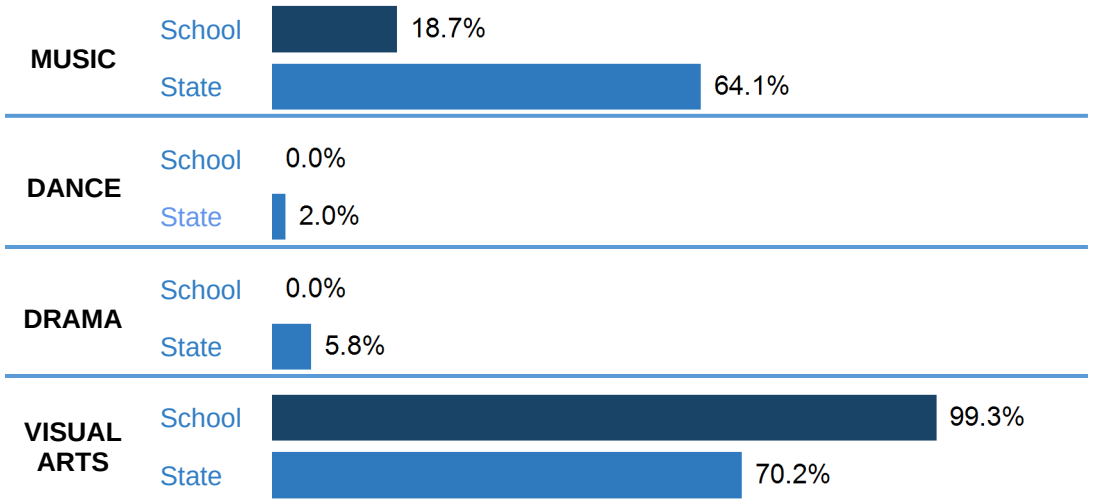


School



State

Students enrolled in one or more classes by discipline:



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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.

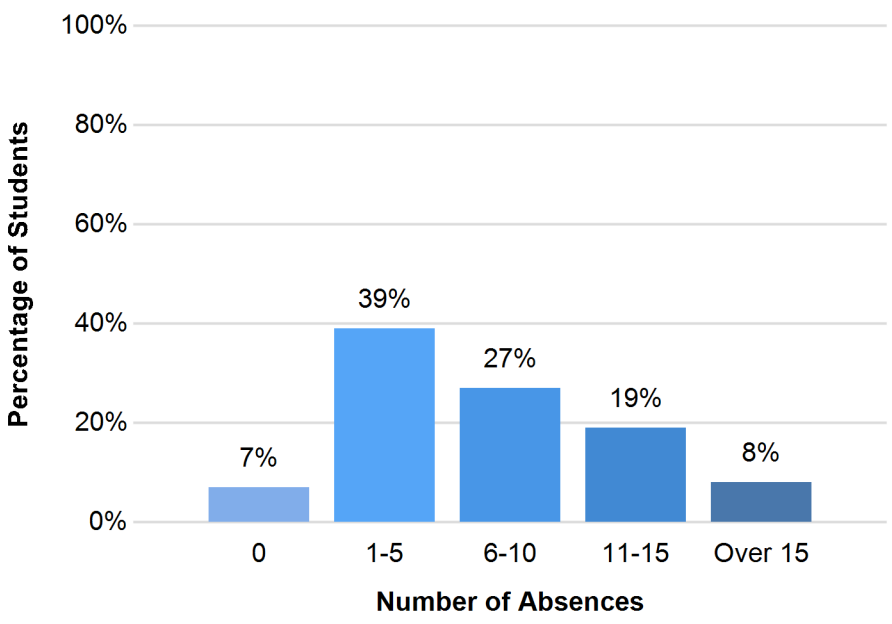
Chronic Absenteeism

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	25	6.7	9.1	Met
White	15	6.6	9.1	Met
Hispanic	2	4.1	9.1	Met
Black or African American	7	10.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	9.1	Met
Economically Disadvantaged Students	15	9.5	9.1	Not Met
Students with Disabilities	5	12.5	9.1	Not Met
English Learners	*	*	**	**

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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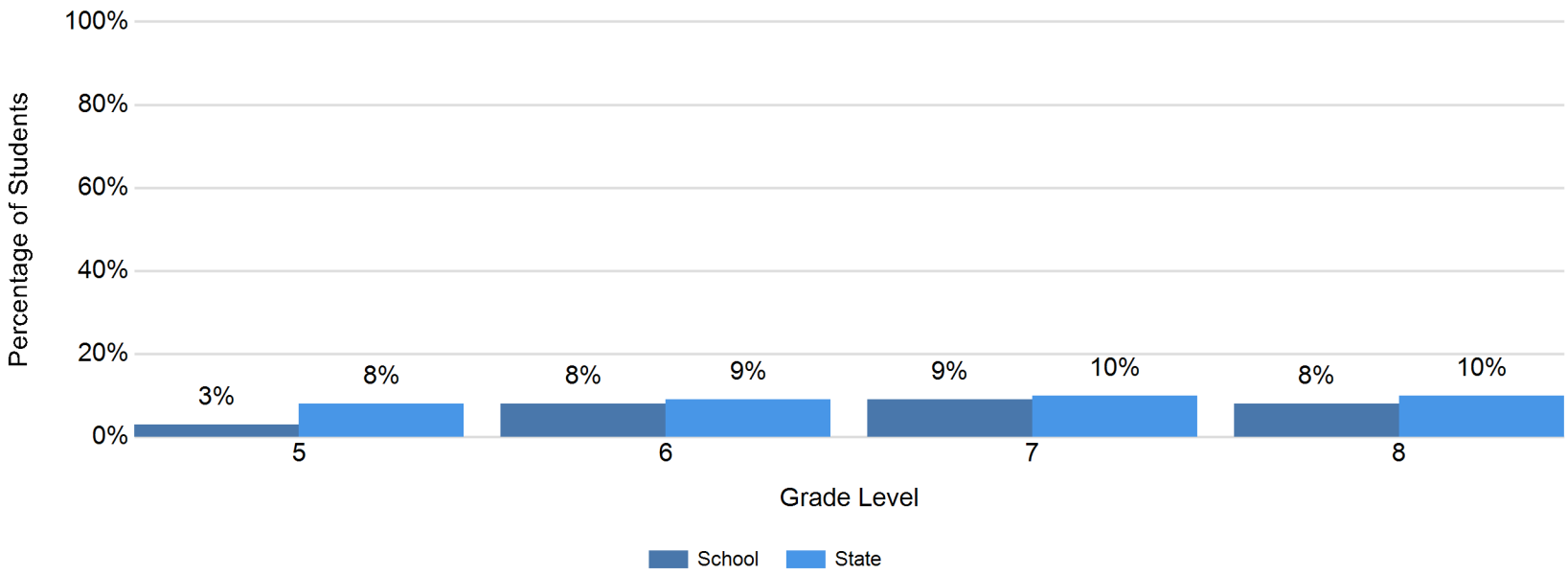
Chronic Absenteeism by Grade

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



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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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.33

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	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	3		3

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	11	2.9%
Out-of-School Suspensions	10	2.7%
Any Suspension	19	5.1%
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
12

NJ SCHOOL PERFORMANCE REPORT

EMMA C ATTALES
(01-0010-050)
Grades Offered: 05-08
2017-2018

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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	8:10 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	3 Hrs. 10 Mins.

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)	$1,110	$12,199	$13,309

NJ SCHOOL PERFORMANCE REPORT

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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	29	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	12.9	10.7
Teachers in district for 4 or more years	92.9%	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	5	9,374
Average years experience in public schools	29.5	16.0
Average years experience in district	6.8	12.0
Administrators in district for 4 or more years	50.0%	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	13:1	13:1
Students to Administrators	188:1	174:1
Teachers to Administrators	15:1	14:1
Students to Librarians/Media Specialists		868:1
Students to Nurses		868:1
Students to Counselors		868:1
Students to Child Study Team		434:1

NJ SCHOOL PERFORMANCE REPORT

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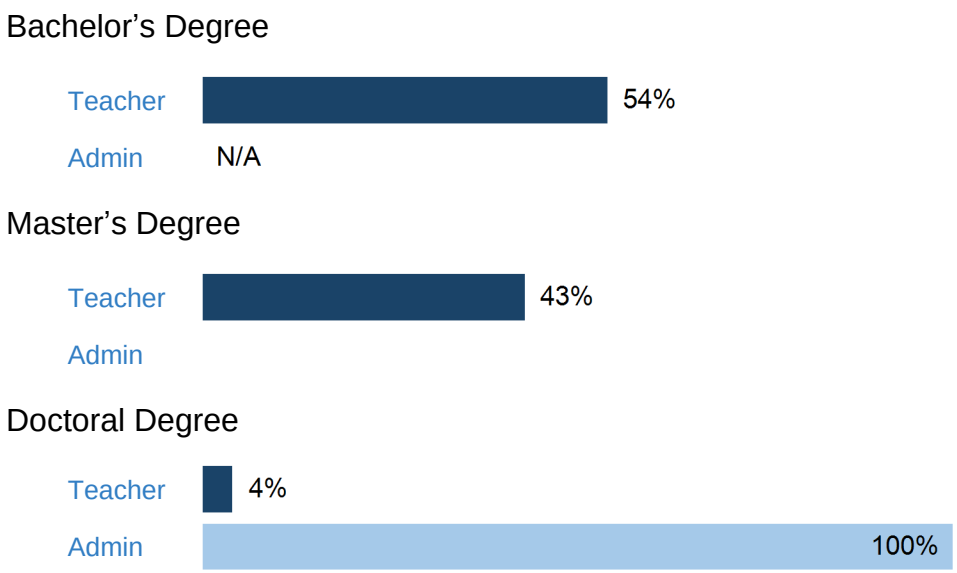
Teachers and Administrators - Level of Education

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	88.0%	90.2%
2016-17 Administrators: Same district 2017-18	75.0%	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	95.7%

NJ SCHOOL PERFORMANCE REPORT

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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	75.9%	50.0%
Male	24.1%	50.0%
White	89.7%	100.0%
Hispanic	6.9%	0.0%
Black or African American	0.0%	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	3.4%	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	Yes	Yes	No
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	Yes		
English Learners	No		

NJ SCHOOL PERFORMANCE REPORT

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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	44.08	17.5%
Mathematics Proficiency	22.27	17.5%
English Language Arts Growth	55.45	25.0%
Mathematics Growth	38.16	25.0%
Progress Towards English Language Proficiency (coming 2018)	**	**
Chronic Absenteeism	59.59	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	43.95	n/a
Summative Rating: Percentile rank of Summative Score	38.98	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

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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†	Not Met	Met Standard	Met Standard	**	Met	No
White	43.64	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	30.59	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	51.79	14.08	No	Met Target	Met Target	Met Standard	Met Standard	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	51.45	14.08	No	Not Met	Met Target†	Met Standard	**	n/a	Met	No
Economically Disadvantaged Students	49.38	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	46.59	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
English Learners	72.35	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	**	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:	• Highly connected to our community through varied service and civic activities. • Balanced literacy Language Arts curriculum supported by a 90-minute Language Arts period • Professional Learning Communities improving achievement through weekly team meetings
Mission, Vision, Theme:	Attales students will build character through dedication to academic performance, participation in school/community activities, volunteerism, and the five core competencies of Social Emotional Learning. Attales students will uphold a positive and accountable school climate where attributes of leadership and responsibility are celebrated and a family atmosphere thrives!
Awards, Recognition, Accomplishments:	Students are awarded for their writing in the Patriot's Pen, VFW, and Memorial Day essay contests. They are also recognized for their Service Learning projects and contributions to our community and surrounding area. Our staff members are leaders in their fields, participating in such things as international art/peace projects, presenting at local and national conferences, playing in the Baltimore Symphony, teaching at local universities and much more. Additionally, 6th grade Math teacher, Kelly Montgomery, is the 2017 Atlantic County Teacher of the Year.

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Courses, Curriculum, Instruction:	90 minute daily balanced literacy Language Arts period for all students. CAP (Crusader Achievement Period) offers 30 minutes each day of support and enrichment for all students. After-school programs provide support for students who need it. Algebra I, Advanced Math and ELA courses. Team approach allows implementation of cross-curricular projects. G/T services offered to qualifying students. Students in GT meet with select ECA Staff during the week to develop critical thinking skills in a small group with independent and collaborative activities related to the core elements of: Science, Technology, Engineering, Arts, and Mathematics. (S.T.E.A.M.) and aligned with our overall S.T.E.A.M. Program.Through this enhanced learning experience rooted in higher-level thinking skills (Bloom's Taxonomy), it is our goal to nurture and challenge the unique potential of these self-motivated and lifelong learners.
Sports and Athletics:	Sports Offered: Cross Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed) Sports Offered: Cross-Country (Boys & Girls), Track and Field - Spring (Boys & Girls), Volleyball (Boys & Girls). Our Cross Country and Track teams consistently earn league honors and championships. Many of our runners have gone on to be successful high school and college athletes.
Clubs and Activities:	Clubs Offered: Choir, Concert Band/Wind Ensemble/Jazz Band, Garden Club, Lip Sync, Recycling Crew, Safety Patrol, Spring Musical, Stage Crew/Set Design, Student Council, Think Day Team, Yearbook Club. Our chorus, concert band, and wind ensemble perform both holiday and spring concerts and contribute to the community through performing at the Veterans' Day ceremony, the community tree lighting, Ventnor Jazz Fest, and on TV for the Holiday Spectacular. Band members are chosen each year for the All South Jersey Junior High Band. Our drama club spends months preparing for a highly anticipated performance for our school and community.

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Before and After School Programs:	ASSIST program provides additional supports for students after-school, which includes snack and transportation home. Our afterschool PALS program provides care and educational play and activities for our younger students after school.
Staff and Professional Learning:	Attales is improving student achievement through the formation of Professional Learning Communities. Grade-level teacher teams analyze data and review the specific needs of students during weekly team meetings. Staff collaborate and share frequently to turnkey professional development and lesson materials.

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Student Supports and Services:	The Attales school counselor offers small group and individual counseling sessions to support the emotional and social needs of our growing students. Our staff, in conjunction with the District Child Study Team, utilizes a comprehensive Special Education program designed to address the specific needs of our students. Many teachers offer tutoring after school in community.
Student Health and Wellness:	All students participate in daily recess. Attales partners with regional healthcare provider AtlantiCare to promote health and wellness in the school community. Programs include Chefs in the Classroom, farm to school initiative, and our beautiful community and student-built garden.
Parent and Community Involvement:	Our PTO is highly involved in supporting our staff and students, as is the Absecon Education Foundation. Parents and students can log on to Realtime to access grades and assignments. Teachers partner with various organizations such as the Lion's Club, City Council, VFW, Atlantic County Utilities Authority ACUA, Historical Society in Absecon, local nursing homes, and many other businesses and civic groups.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As a means of addressing the needs identified through our school climate survey the Absecon School District has adopted the five core competencies of social and emotional learning (SEL): Self Awareness, Social Awareness, Responsible Decision Making, Self-Management, and Relationship Skills as it relates to homes and communities, schools, classrooms, SEL curriculum and instruction, school wide practices and policies, and family and community partnership.
Facilities:	We recently renovated our media center to create a STEAM lab, complete with a computer lab and space for collaborative problem solving and project-based learning. Recent upgrades to safety and security keep Attales current and responsive.
School Safety:	January 1st our new lockdown system went live. We now have emergency lockdown buttons where staff can activate the system. Once activated, our system closes the blackout shades in the cafeteria, art room and the library. It will also turn on access to our camera system for the police department. We added a total of 72 cameras. We worked closely with our Director of Facilities and ran all of the network cat6 runs. On the virtual side, we upgraded our firewall to a much newer, more secure and faster unit with deep packet inspection containing the latest intrusion protection. A new web filtering appliance was added that does SSL inspection to further protect our students.

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Technology and STEM:	Students in our STEAM special meet once rotation to develop critical thinking skills with independent and collaborative activities aligned to the core elements of our overall S.T.E.A.M. Program: (Science, Technology, Engineering, Arts, and Mathematics).Through this enhanced learning experience rooted in higher-level thinking skills (Bloom's Taxonomy), it is our goal to nurture and challenge the potential of our students and best prepare them for college/career.