NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-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	ATLANTIC CITY
Principal Name	MR. FLOOD
Address	4101 FILBERT AVENUE ATLANTIC CITY, NJ 08401-1023
Phone Number	(609)343-7272
Email Address	KFLOOD@ACBOE.ORG
Website	https://www.acboe.org/ch

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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	74	72	58
KG	24	39	38
1	36	24	40
2	34	37	30
3	36	32	33
4	42	34	35
5	22	45	35
6	35	22	45
7	34	36	30
8	36	32	37
Total	373	373	381

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	52.5%	51.5%	49.1%
Male	47.5%	48.5%	50.9%
Economically Disadvantaged Students	85.8%	96.2%	94.8%
Students with Disabilities	10.2%	8.0%	7.6%
English Learners	8.6%	8.3%	11.5%
Homeless Students		1.1%	1.0%
Students in Foster Care		0.8%	0.3%
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	4.0%	2.9%	3.4%
Hispanic	47.7%	50.7%	48.3%
Black or African American	21.4%	18.8%	19.4%
Asian	25.7%	25.2%	26.5%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.5%	1.1%	1.0%
Two or More Races	0.5%	1.1%	1.0%

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	0	0	0
PK - Full Day	74	72	58
KG - Half Day	0	0	0
KG - Full Day	24	39	38

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	43.3%
Spanish	32.0%
Bengali	15.7%
Urdu	3.1%
Vietnamese	2.6%
Other Languages	3.1%

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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	52.5	44	50	Met Standard	53	48	50	Met Standard
White	*	57	50	**	*	49	51	**
Hispanic	53	43	49	Met Standard	35.5	46	48	Not Met
Black or African American	50	36	44	Met Standard	57	43	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	57	61	Met Standard	66.5	64	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	67	49	**	N	32	51	**
Economically Disadvantaged	52	44	48	Met Standard	53	48	47	Met Standard
Students with Disabilities	44.5	31	41	**	*	45	43	**
English Learners	48.5	52	54	Met Standard	59	50	51	Met Standard

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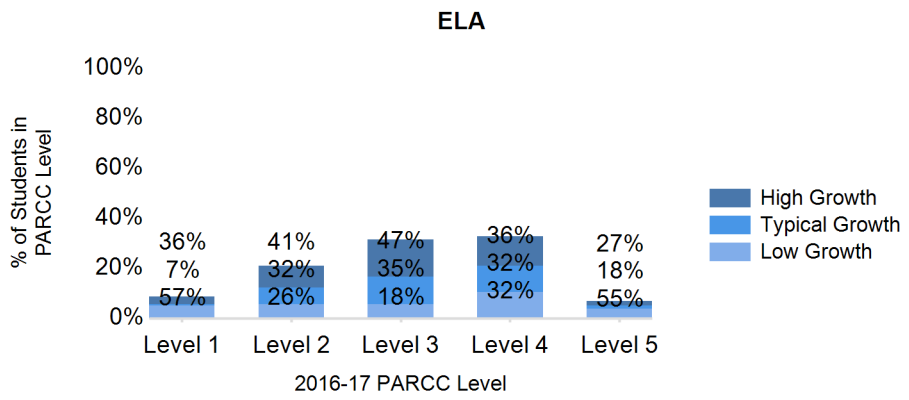
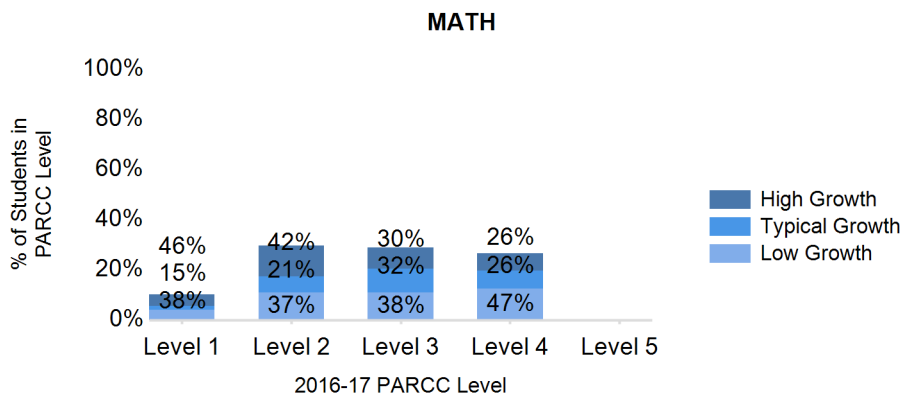
Student Growth by Performance Level

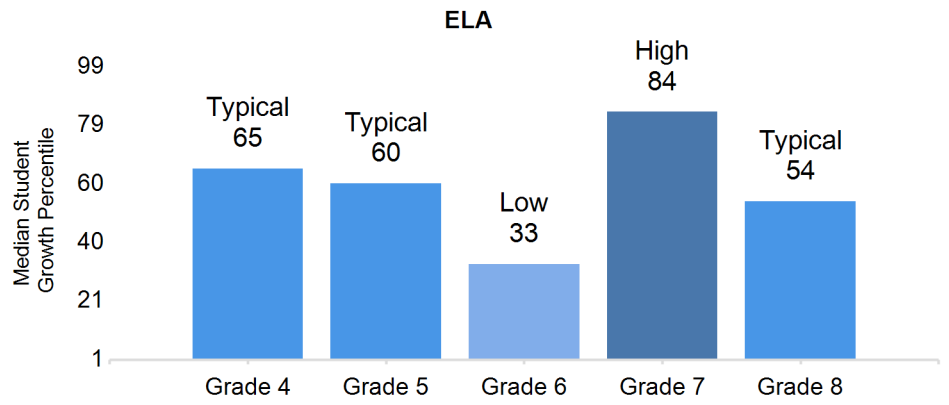
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

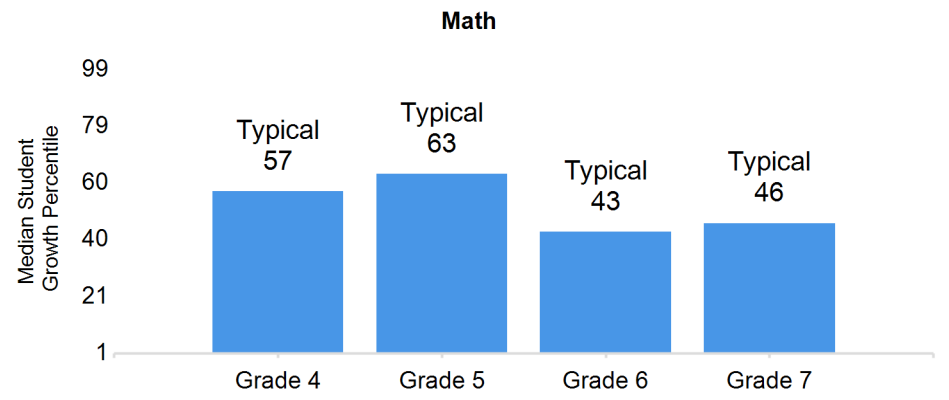




Student Growth by Grade

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	197	99.5	49.7	30.8	56.7	49.7	58.9	Not Met
White	*	*	*	48.4	65.6	*	**	**
Hispanic	102	100.0	46.1	*	42.5	46.1	55.1	Not Met
Black or African American	31	97.1	22.6	16.6	37.3	22.6	45.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	55	100.0	72.7	65.8	82.3	72.7	80	Met Target†
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	99	100.0	53.5	*	64.5	53.5		
Male	98	99.0	45.9	*	49.4	45.9		
Economically Disadvantaged Students	185	100.0	48.7	29.4	38.5	*	59.2	Not Met
Non-Economically Disadvantaged Students	12	92.3	66.7	47.5	67.5	*		
Students with Disabilities	22	100.0	18.2	*	21.6	18.2	27.7	Met Target†
Students without Disabilities	175	99.5	53.8	*	63.9	53.8		
English Learners	68	100.0	50.0	28.1	27.3	50.0	47.6	Met Target
Non-English Learners	129	99.3	49.6	31.7	59.4	49.6		
Homeless Students	N	N	N	10.5	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	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 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	34	749	729	750	*	*	*	*	*	44%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	18	736	727	736	*	*	*	*	*	33%	38%
Black or African American	*	*	716	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	775	764	777	0%	*	*	*	*	70%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	742	758	*	*	*	*	*	*	58%
Female	12	740	737	756	*	*	*	*	*	33%	57%
Male	22	754	722	744	*	*	*	*	*	50%	46%
Economically Disadvantaged Students	34	749	728	733	*	*	*	*	*	44%	34%
Non-Economically Disadvantaged Students	N	N	756	762	N	N	N	N	N	N	64%
Students with Disabilities	*	*	695	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	57%
English Learners	*	*	715	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	734	753	*	*	*	*	*	*	55%
Homeless Students	N	N	720	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	36	745	729	756	*	*	*	*	*	58%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	15	741	727	744	*	*	*	*	*	53%	44%
Black or African American	*	*	718	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	14	755	732	762	*	*	*	*	*	71%	63%
Male	22	739	725	751	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	*	*	729	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	698	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	735	762	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	732	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	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 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	33	748	730	755	*	*	*	*	*	52%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	16	743	728	743	*	*	*	*	*	50%	43%
Black or African American	*	*	715	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	17	749	736	762	*	*	*	*	*	47%	66%
Male	16	747	723	749	*	*	*	*	*	56%	51%
Economically Disadvantaged Students	*	*	729	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	759	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	699	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	736	762	*	*	*	*	*	*	65%
English Learners	*	*	705	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	732	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	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	*	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	45	736	733	754	*	22%	44%	*	*	27%	56%
White	*	*	732	761	*	*	*	*	*	*	66%
Hispanic	22	739	729	742	*	*	50%	*	*	27%	42%
Black or African American	*	*	723	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	747	758	779	0%	*	*	*	*	38%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	24	743	739	761	*	*	*	*	*	42%	64%
Male	21	729	726	748	*	*	*	*	*	10%	48%
Economically Disadvantaged Students	*	*	733	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	739	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	705	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	739	760	*	*	*	*	*	*	63%
English Learners	*	*	712	712	*	*	*	*	*	*	*
Non-English Learners	*	*	734	755	*	*	*	*	*	*	*
Homeless Students	N	N	717	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	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	21	763	733	760	0%	*	*	*	*	67%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	13	764	732	746	0%	*	*	*	*	69%	49%
Black or African American	*	*	720	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	*	*	*	769	*	*	*	*	*	*	72%
Male	*	*	*	752	*	*	*	*	*	*	54%
Economically Disadvantaged Students	*	*	733	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	730	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	698	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	739	768	*	*	*	*	*	*	71%
English Learners	*	*	698	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	735	762	*	*	*	*	*	*	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	36	756	736	759	*	*	*	*	*	61%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	22	742	729	744	*	*	*	*	*	45%	45%
Black or African American	*	*	726	739	*	*	*	*	*	*	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	N	N	N	766	N	N	N	N	N	N	66%
Female	23	757	744	768	*	*	*	*	*	57%	69%
Male	13	754	729	751	*	*	*	*	*	69%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	756	769	*	*	*	*	*	*	71%
Students with Disabilities	*	*	699	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	743	766	*	*	*	*	*	*	68%
English Learners	N	N	696	703	N	N	N	N	N	N	*
Non-English Learners	36	756	739	761	*	*	*	*	*	61%	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

Report Key:
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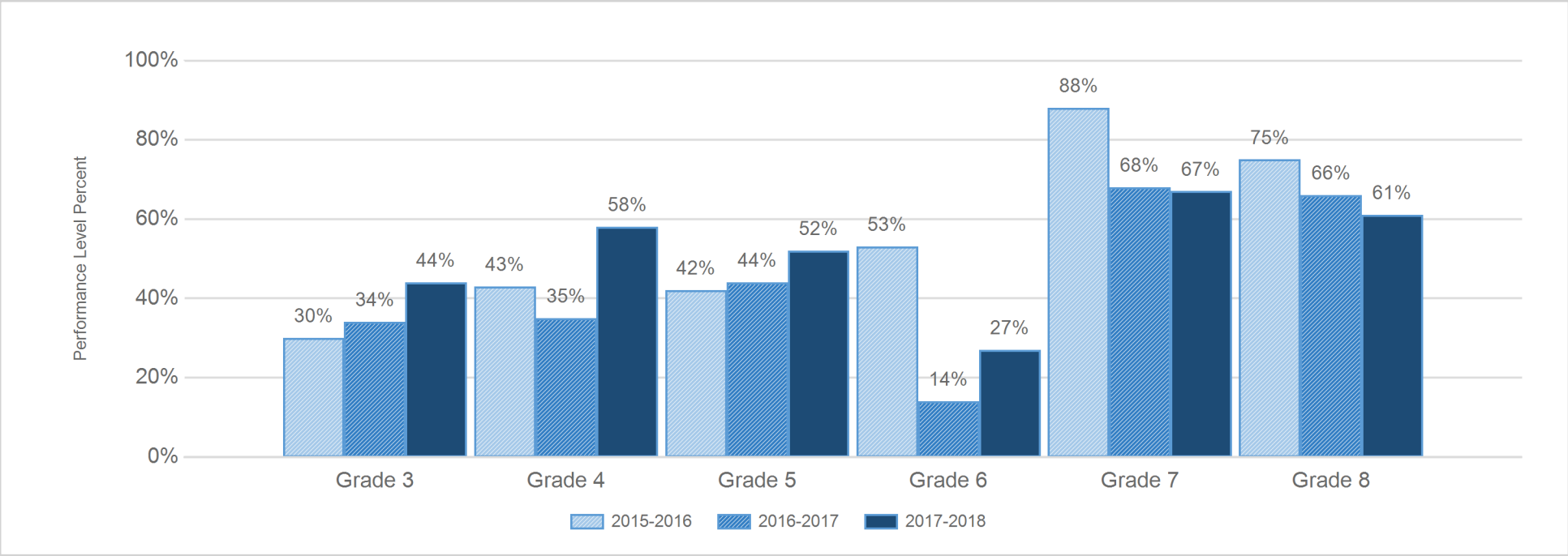
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

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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.

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	199	99.5	28.6	22.6	45.0	28.6	41.7	Not Met
White	*	*	*	24.7	54.1	*	**	**
Hispanic	102	100.0	19.6	18.9	29.2	19.6	40.4	Not Met
Black or African American	31	97.1	12.9	*	23.4	12.9	34.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	57	100.0	54.4	58.2	77.0	54.4	54	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	34.4	53.0	*	**	**
Female	100	100.0	27.0	22.5	46.0	27.0		
Male	99	99.1	30.4	22.7	43.9	30.4		
Economically Disadvantaged Students	187	100.0	26.7	21.9	26.6	*	41.9	Not Met
Non-Economically Disadvantaged Students	12	92.3	58.3	33.1	55.9	*		
Students with Disabilities	22	100.0	*	*	17.1	*	31.7	Not Met
Students without Disabilities	177	99.5	*	*	50.5	*		
English Learners	70	100.0	28.6	24.8	24.6	28.6	33.2	Met Target†
Non-English Learners	129	99.3	28.7	21.7	46.9	28.7		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

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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	34	732	730	752	*	29%	29%	*	*	29%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	18	717	728	739	*	*	*	*	*	*	38%
Black or African American	*	*	720	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	10	763	759	780	0%	*	*	*	*	70%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	738	757	*	*	*	*	*	*	59%
Female	12	725	734	752	*	*	*	*	*	17%	53%
Male	22	735	726	751	*	*	*	*	*	36%	53%
Economically Disadvantaged Students	34	732	729	736	*	29%	29%	*	*	29%	35%
Non-Economically Disadvantaged Students	N	N	751	762	N	N	N	N	N	N	66%
Students with Disabilities	*	*	716	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	732	756	*	*	*	*	*	*	57%
English Learners	*	*	719	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	734	754	*	*	*	*	*	*	56%
Homeless Students	N	N	734	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	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

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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	36	735	724	748	*	*	28%	*	*	36%	49%
White	*	*	739	755	*	*	*	*	*	*	60%
Hispanic	15	727	721	737	*	*	*	*	*	20%	34%
Black or African American	*	*	714	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	14	740	723	748	*	*	*	*	*	43%	50%
Male	22	732	726	748	*	*	*	*	*	32%	49%
Economically Disadvantaged Students	*	*	724	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	723	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	727	753	*	*	*	*	*	*	55%
English Learners	*	*	714	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	727	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

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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	34	740	728	748	*	*	38%	*	*	35%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	16	734	725	736	*	*	*	*	*	31%	32%
Black or African American	*	*	715	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	10	759	762	777	*	0%	*	*	*	60%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	17	741	729	749	*	*	*	*	*	41%	50%
Male	17	740	727	747	*	*	*	*	*	29%	48%
Economically Disadvantaged Students	*	*	727	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	746	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	55%
English Learners	*	*	707	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	730	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	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	*	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-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	46	728	726	744	*	30%	43%	*	*	15%	44%
White	*	*	733	751	*	*	*	*	*	*	54%
Hispanic	22	730	723	731	*	*	45%	*	*	18%	27%
Black or African American	*	*	713	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	14	739	753	771	0%	*	*	*	*	21%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	25	730	726	745	*	*	*	*	*	20%	45%
Male	21	727	725	742	*	*	*	*	*	10%	42%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	724	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	706	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	748	*	*	*	*	*	*	49%
English Learners	*	*	711	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	N	N	717	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
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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	21	736	727	743	*	*	*	*	*	29%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	13	732	725	732	*	*	*	*	*	23%	27%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	45%
Male	*	*	*	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	727	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	725	751	*	*	*	*	*	*	55%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	731	748	*	*	*	*	*	*	50%
English Learners	*	*	711	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	744	*	*	*	*	*	*	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	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	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
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	36	723	714	728	36%	*	*	*	*	31%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	22	711	715	722	50%	*	*	*	*	18%	22%
Black or African American	*	*	704	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	N	N	N	729	N	N	N	N	N	N	28%
Female	23	714	714	731	*	*	*	*	*	17%	31%
Male	13	739	713	725	*	*	*	*	*	54%	26%
Economically Disadvantaged Students	*	*	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	730	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	692	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	719	735	*	*	*	*	*	*	*
English Learners	N	N	700	705	N	N	N	N	N	N	10%
Non-English Learners	36	723	715	729	36%	*	*	*	*	31%	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

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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	N	N	723	746	N	N	N	N	N	N	46%
White	N	N	731	755	N	N	N	N	N	N	57%
Hispanic	N	N	717	730	N	N	N	N	N	N	27%
Black or African American	N	N	712	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	748	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	N	N	726	748	N	N	N	N	N	N	48%
Male	N	N	721	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	723	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	728	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	730	752	N	N	N	N	N	N	52%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	N	N	*	749	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	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	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

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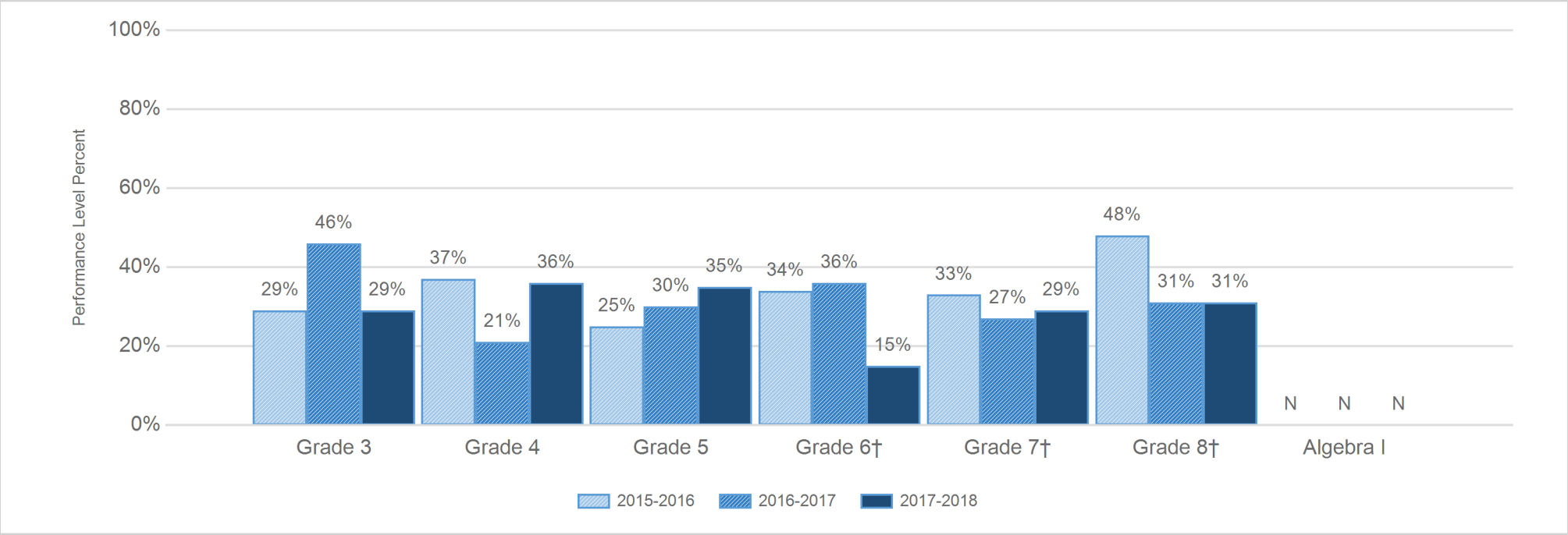
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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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	N	N
4	*	*
5	N	N
6	N	N
7	*	*
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	31.0%	46.8%	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	17	*	*
3-4	24	*	*
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	45
7	0	0	30
8	0	0	37
Total	0	0	112

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	0	0	0	0	0	0	44
7	0	0	0	0	0	0	29
8	0	0	0	0	0	0	36
Total	0	0	0	0	0	0	109

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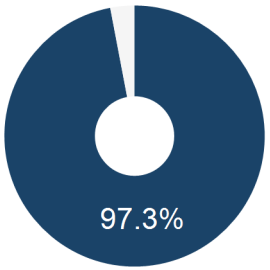
Visual and Performing Arts – Course Participation

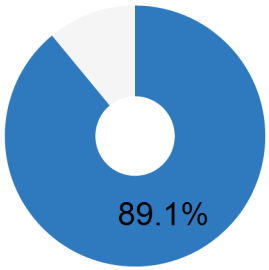
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

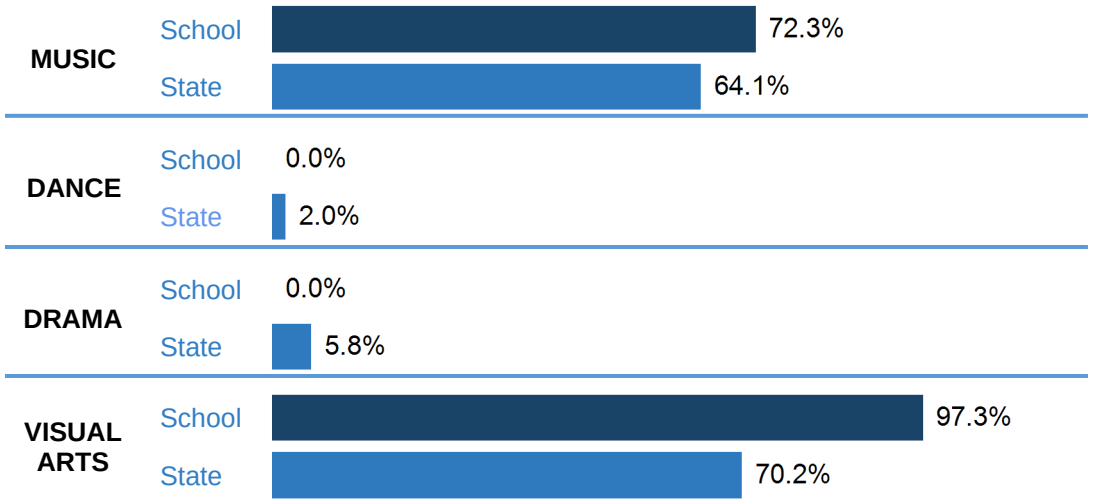


School



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.

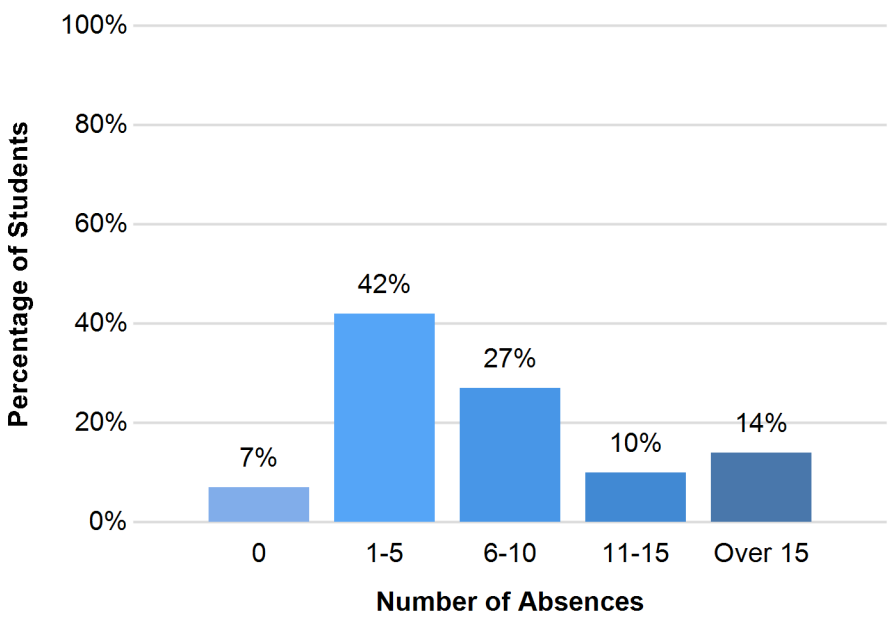
Chronic Absenteeism

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	34	10.4	9.1	Not Met
White	1	10.0	**	**
Hispanic	11	6.9	9.1	Met
Black or African American	19	28.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	3.5	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	33	10.6	9.1	Not Met
Students with Disabilities	3	10.3	9.1	Not Met
English Learners	1	2.3	9.1	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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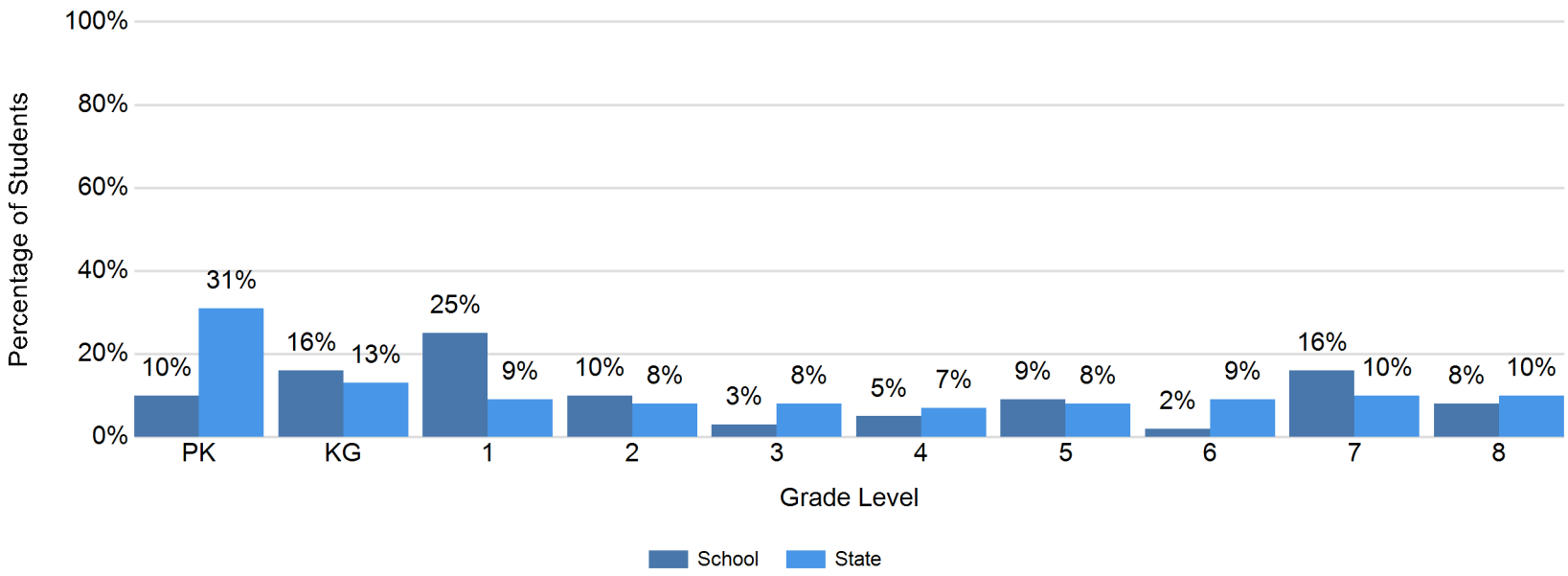
Chronic Absenteeism by Grade

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



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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)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.26

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

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	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	15		15

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	8:15 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
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)	$1,412	$16,669	$18,081

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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	34	117,464
Average years experience in public schools	15.1	12.0
Average years experience in district	15.1	10.7
Teachers in district for 4 or more years	88.2%	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	31	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	87.1%	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	11:1	11:1
Students to Administrators	191:1	224:1
Teachers to Administrators	17:1	21:1
Students to Librarians/Media Specialists		992:1
Students to Nurses		631:1
Students to Counselors		347:1
Students to Child Study Team		434:1

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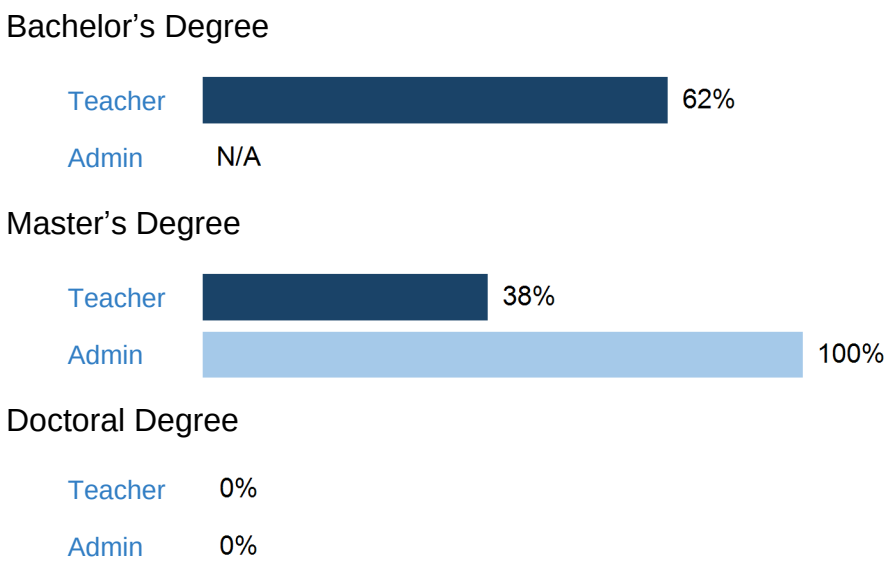
Teachers and Administrators - Level of Education

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	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	82.4%	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	96.0%

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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	73.5%	50.0%
Male	26.5%	50.0%
White	85.3%	50.0%
Hispanic	2.9%	0.0%
Black or African American	11.8%	50.0%
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	Yes	Yes	No
White	No		
Hispanic	No		
Black or African American	Yes		
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	35.90	15.0%
Mathematics Proficiency	14.45	15.0%
English Language Arts Growth	54.09	20.0%
Mathematics Growth	60.00	20.0%
Progress Towards English Language Proficiency (coming 2018)	8.72	20.0%
Chronic Absenteeism	34.11	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.53	n/a
Summative Rating: Percentile rank of Summative Score	26.60	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

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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	Not Met	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	41.19	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	47.04	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	36.26	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	64.47	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
English Learners	55.29	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

CHELSEA HEIGHTS SCHOOL
(01-0110-050)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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:	• Students may participate in Sportmanship Club, Art Club, Choir, National Junior Honor Society, Health Club and Safety Patrol. • Teachers were awarded grant money, which supplues educational materials to enhance student learning (Awarded $800 AtlantiCare Sustained Garden Grant) • Academic contests, such as Spelling Bee, Oratorical Contest, Talent Showcases, Science Fair
Mission, Vision, Theme:	Chelsea Heights School is committed to providing a safe and positive educational environment that fosters the growth and development of each of our students. Our educational programs emphasize the acquisition of life skills and encourage all students to perform to the best of their abilities. Our school theme: “For education and knowledge, we will always strive,” serves to motivate our students to embrace education and acknowledge themselves as lifelong learners.
Awards, Recognition, Accomplishments:	Awards and recognition for participation in spelling bees, oratorical contests, excellent attendance (Attendsance Committee) science fairs, book challenges, accelerated reader program, student of the month, quarterly academic achievement awards assemblies. Partnership with parent association to reward an outstanding eighth grade student with a laptop computer. Staff awarded grant money to supply students with cutting edge materials.

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Courses, Curriculum, Instruction:	Academic enrichment programs include STEM, Keyboarding , Visual Performing Arts, Gifted and talented. We offer instrumental lessons, all classrooms are equipped with chromebooks for each student. New technology software purchased (Achieve 3000)
Clubs and Activities:	Our students enjoy participating in programs such as STEM, Visual Performing Arts, Health & Garden (Awarded $800 AtlantiCare Sustained School Garden Grant), Sportsmanship Club, Choir, Safety Patrol and National Junior Hoor Society. Students who participate in Visual Performing Arts perform for their peers and community. Students in the Choir and Art Club participate in our districts annual performing arts festival.

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Before and After School Programs:	We offer morning enrichment programs, such as health club, art club, choir and early childhood enrichment. We also offer after school academic enrichment programs for students in kindergarten to eighth grade. These programs are run by highly-qualified staff and administrators who have received specialized training in the areas which they serve.
Staff and Professional Learning:	Our staff receives ongoing professonal development training related to their grade levels / content areas taught. For example, primary teachers receive dyslexia training, while middle school teachers receive ongoing content area training. Extra-curricular teachers receive targeted training in programs such as STEM and Visual Performing Arts. Our staff holds focused PLC meetings weekly. These meetings are structured by grade level so that teachers may collaborate on enhancing student achievement.

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Student Supports and Services:	Our professional, highly-qualified staff is dedicted to meeting the needs of all students, including English language learners and students with disabilities. Our after school academic programs target students who are struggling and are in need of intervention. Struggling students are referred to I&RS team for intervention.
Student Health and Wellness:	Breakfast and lunch, dinner for students in after school programs. Health, Phys. Ed., recess, garden club, (hydroponics) Atlanticare and Foodcorp provide education on healthy eating. Rutgers Nutritional Program provide instruction on nutrition. Chefs in the Classroom cook and provide healthy meals for students. Annual Harvest Festival for students and community. Yoga and Responsible Thinking clubs. Wellness Committee. Oyster farmers, Bus Safety, Fire Prevention and Red Ribbon assemblies.
Parent and Community Involvement:	Our Parent Advisory Committee (PAC) meets monthly, and holds various fundraisers and events for our students throughout the school year. Our parents can view student academic process through a Parent Portal on our district website. We have a Back to School night, parent teacher conferences, standardized assessment informational meetings , family movie nights, walk your child to school day / dad's breakfast, Mother's Day Tea.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our annual school climate surveys are accessible to parents, students and faculty online through our district website. We discuss results of these surveys during PLC meetings. The results of these surveys convey an overall high satisfaction rate among all stakeholders.
School Safety:	Our school has recently gained an additional security guard and updated our security system with Raptor. It is a new facial recognition program to identify all visitors. We also have students participating in our Safety Patrol.

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Technology and STEM:	Students are offered saturday STEM for grades K-8.

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Other Information:	The Chelsea Heights School had been identified as a New Jersey Governor's "School of Excellence," a New Jersey Benchmark School and a National New Jersey Title 1 Distinguished School. The Chelsea Heights School serves students in pre-Kindergarten through eighth. Our school day begins at 8:15 am and ends at 2:45 pm for students. Our unique school culture encourages our staff, students and parents to share the sense of school-community relations that currently exists. Our school Safety Officer has a team of student safety patrol officers who fulfill a variety of student leadership roles, such as providing morning announcements, directing parent traffic at school events, and ensuring school events run smoothly. Our school technical coordinator produces a monthly school newsletter that is distributed to students, parents and faculty. One-one student / computer ratio. AM Film Production class. Each student has a google account, which gives them unlimited storage for their documents. 21st Century technology applications, such as Compass, BrainPop, Starfall, Learning.com, FastMath, NBC Learn, iRead. Every teacher has a district-issued laptop. Smart Boards, projectors, speakers, desktop computers in all classrooms. Teachers are afforded training in a variety of technological areas. We have a school uniform policy in place.