NJ SCHOOL PERFORMANCE REPORT

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	DR. HYMAN
Address	2523 ARCTIC AVENUE ATLANTIC CITY, NJ 08401-3901
Phone Number	(609)343-7350
Email Address	SSTEWART@ACBOE.ORG
Website	https://www.acboe.org/tex

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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
KG	69	65	64
1	65	65	50
2	70	58	65
3	62	51	51
4	58	53	51
5	47	56	52
6	74	66	75
7	59	76	72
8	55	61	70
Total	559	551	550

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	52.8%	53.0%	52.9%
Male	47.2%	47.0%	47.1%
Economically Disadvantaged Students	85.5%	100.0%	99.3%
Students with Disabilities	9.1%	10.5%	11.1%
English Learners	29.5%	35.8%	42.0%
Homeless Students		1.3%	2.0%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.7%	0.7%	0.5%
Hispanic	68.0%	69.9%	71.5%
Black or African American	4.7%	3.6%	2.7%
Asian	25.8%	24.3%	23.3%
Native Hawaiian or Pacific Islander	0.9%	1.1%	0.9%
American Indian or Alaska Native	0.0%	0.2%	0.4%
Two or More Races	0.0%	0.2%	0.7%

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
KG - Half Day	0	0	0
KG - Full Day	69	65	64

Enrollment by Home Language

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

Home Language	% of Students
Spanish	63.6%
Bengali	15.1%
English	12.4%
Urdu	4.2%
Vietnamese	2.2%
Other Languages	2.5%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	44	50	Met Standard	52	48	50	Met Standard
White	*	57	50	**	*	49	51	**
Hispanic	45	43	49	Met Standard	48	46	48	Met Standard
Black or African American	*	36	44	**	*	43	44	**
Asian, Native Hawaiian, or Pacific Islander	60	57	61	Exceeds Standard	60.5	64	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	*	*	53	**
Two or More Races	N	67	49	**	N	32	51	**
Economically Disadvantaged	48	44	48	Met Standard	52	48	47	Met Standard
Students with Disabilities	47.5	31	41	Met Standard	60	45	43	Exceeds Standard
English Learners	53.5	52	54	Met Standard	50.5	50	51	Met Standard

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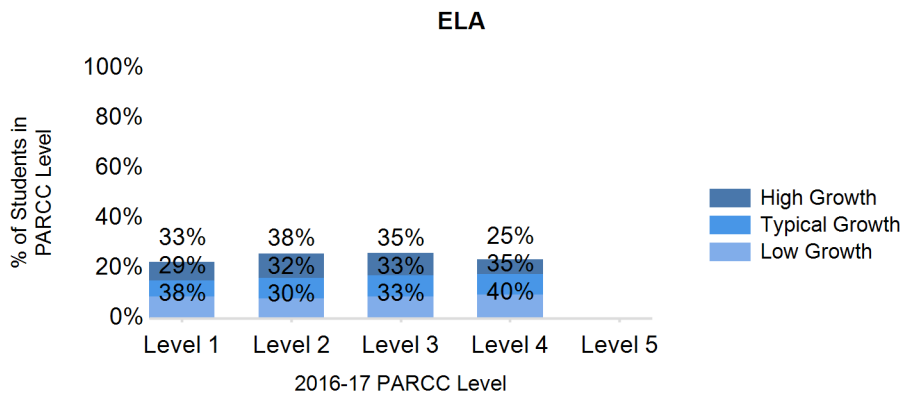
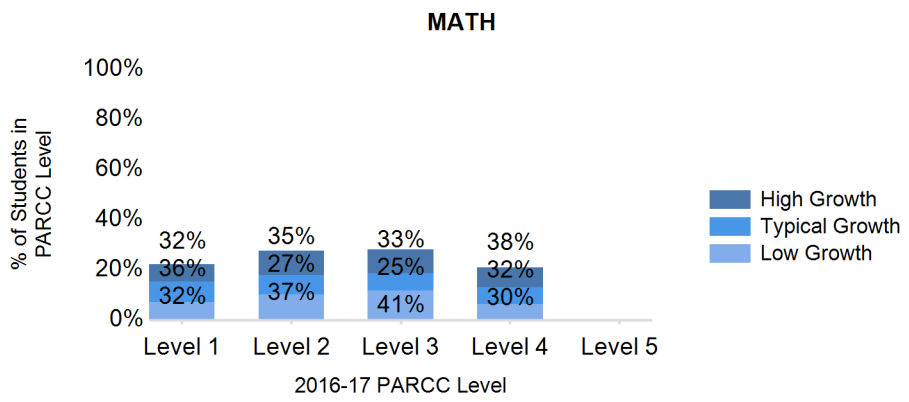
Student Growth by Performance Level

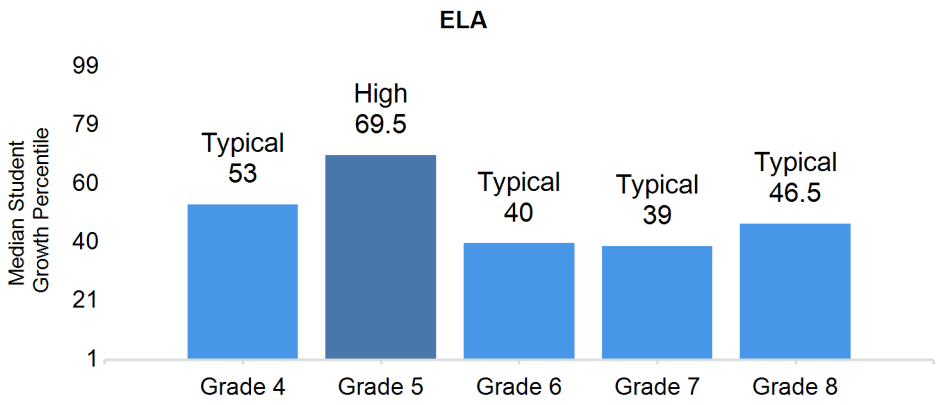
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

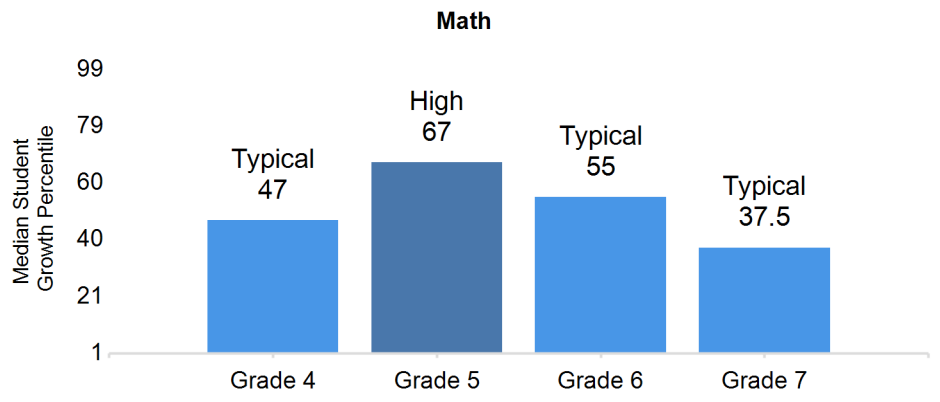




Student Growth by Grade

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	373	100.0	30.5	30.8	56.7	30.5	38	Not Met
White	*	*	*	48.4	65.6	*	**	**
Hispanic	261	100.0	20.3	*	42.5	20.3	28.6	Not Met
Black or African American	*	*	*	16.6	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	101	100.0	58.4	65.8	82.3	58.4	65.1	Met Target†
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	192	100.0	35.5	*	64.5	35.5		
Male	181	100.0	25.5	*	49.4	25.5		
Economically Disadvantaged Students	*	*	*	29.4	38.5	*	38.5	Not Met
Non-Economically Disadvantaged Students	*	*	*	47.5	67.5	*		
Students with Disabilities	66	100.0	*	*	21.6	*	11.3	Not Met
Students without Disabilities	307	100.0	*	*	63.9	*		
English Learners	221	100.0	17.7	28.1	27.3	17.7	18	Met Target†
Non-English Learners	152	100.0	49.4	31.7	59.4	49.4		
Homeless Students	*	*	*	10.5	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
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	56	714	729	750	38%	25%	21%	*	*	16%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	44	707	727	736	*	*	*	*	*	*	38%
Black or African American	N	N	716	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	742	758	*	*	*	*	*	*	58%
Female	33	722	737	756	*	*	*	*	*	*	57%
Male	23	702	722	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	56	714	728	733	38%	25%	21%	*	*	16%	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	34	695	715	712	*	*	*	*	*	*	15%
Non-English Learners	22	743	734	753	*	*	*	*	*	*	55%
Homeless Students	*	*	720	720	*	*	*	*	*	*	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	57	727	729	756	18%	30%	26%	26%	0%	26%	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	40	721	727	744	*	35%	*	*	*	23%	44%
Black or African American	*	*	718	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	31	727	732	762	*	*	*	*	*	23%	63%
Male	26	726	725	751	*	*	*	*	*	31%	53%
Economically Disadvantaged Students	57	727	729	740	18%	30%	26%	26%	0%	26%	40%
Non-Economically Disadvantaged Students	N	N	736	767	N	N	N	N	N	N	70%
Students with Disabilities	10	703	698	726	*	*	0%	*	*	10%	25%
Students without Disabilities	47	732	735	762	*	*	32%	*	*	30%	64%
English Learners	31	717	719	720	*	*	*	*	*	*	17%
Non-English Learners	26	738	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	60	735	730	755	17%	18%	27%	*	*	38%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	41	722	728	743	*	27%	29%	*	*	22%	43%
Black or African American	*	*	715	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	17	766	765	780	*	0%	*	*	*	76%	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	27	744	736	762	*	*	*	*	*	48%	66%
Male	33	728	723	749	*	*	*	*	*	30%	51%
Economically Disadvantaged Students	*	*	729	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	759	766	*	*	*	*	*	*	71%
Students with Disabilities	12	709	699	724	*	*	*	*	*	*	22%
Students without Disabilities	48	742	736	762	*	*	*	*	*	*	65%
English Learners	*	*	705	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	732	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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	80	730	733	754	14%	34%	26%	*	*	26%	56%
White	N	N	732	761	N	N	N	N	N	N	66%
Hispanic	59	722	729	742	19%	37%	29%	*	*	15%	42%
Black or African American	*	*	723	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	19	755	758	779	0%	*	*	*	*	63%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	45	734	739	761	*	*	*	*	*	33%	64%
Male	35	724	726	748	*	*	*	*	*	17%	48%
Economically Disadvantaged Students	*	*	733	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	739	764	*	*	*	*	*	*	68%
Students with Disabilities	18	716	705	723	*	*	*	*	*	*	18%
Students without Disabilities	62	734	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	56	728	733	760	25%	23%	*	*	*	36%	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	34	719	732	746	*	*	*	*	*	24%	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	30	735	*	769	*	*	*	*	*	43%	72%
Male	26	720	*	752	*	*	*	*	*	27%	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	74	733	736	759	20%	15%	27%	*	*	38%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	52	725	729	744	*	*	31%	*	*	27%	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	33	736	744	768	*	*	30%	*	*	39%	69%
Male	41	731	729	751	*	*	24%	*	*	37%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	756	769	*	*	*	*	*	*	71%
Students with Disabilities	11	700	699	719	*	*	*	*	*	*	19%
Students without Disabilities	63	739	743	766	*	*	*	*	*	*	68%
English Learners	*	*	696	703	*	*	*	*	*	*	*
Non-English Learners	*	*	739	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-08
2017-2018

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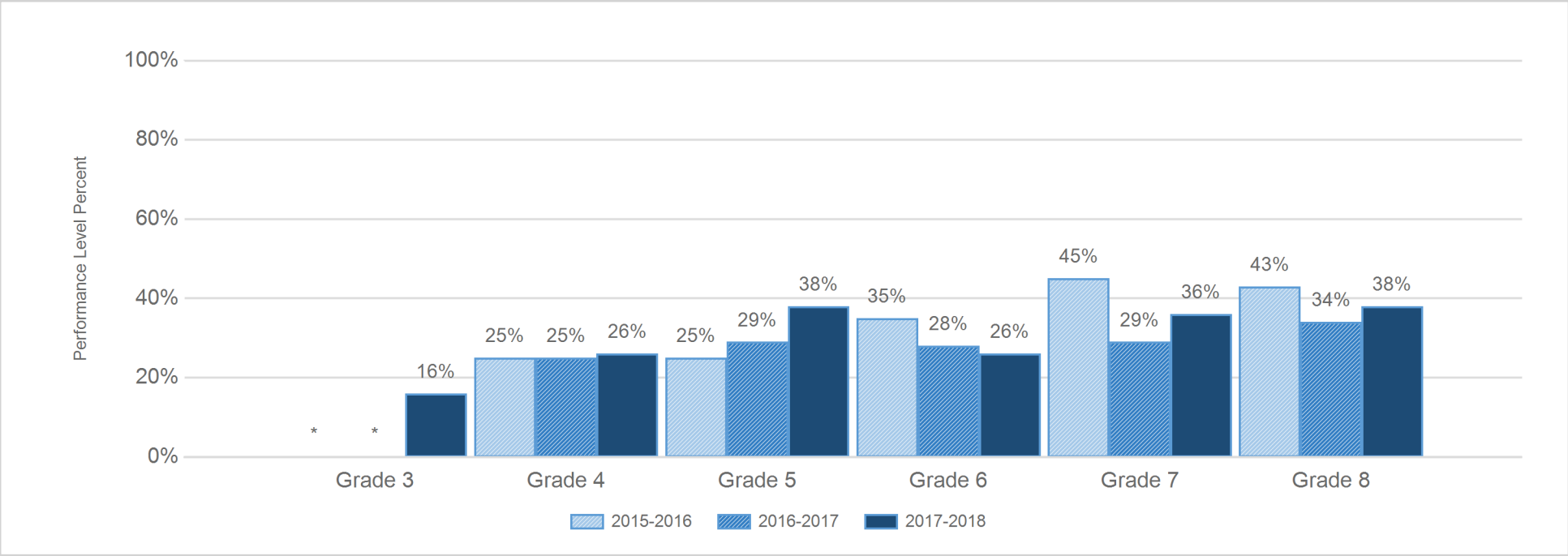
English Language Arts/Literacy Assessment - Performance Trends

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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-08
2017-2018

Report Key:
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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	378	100.0	28.3	22.6	45.0	28.3	35	Not Met
White	*	*	*	24.7	54.1	*	**	**
Hispanic	265	100.0	19.2	18.9	29.2	19.2	27.3	Not Met
Black or African American	*	*	*	*	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	102	100.0	53.0	58.2	77.0	53.0	58.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	34.4	53.0	*	**	**
Female	196	100.0	28.0	22.5	46.0	28.0		
Male	182	100.0	28.6	22.7	43.9	28.6		
Economically Disadvantaged Students	*	*	*	21.9	26.6	*	35.4	Not Met
Non-Economically Disadvantaged Students	*	*	*	33.1	55.9	*		
Students with Disabilities	66	100.0	*	*	17.1	*	13	Met Target†
Students without Disabilities	312	100.0	*	*	50.5	*		
English Learners	226	100.0	19.5	24.8	24.6	19.5	19.8	Met Target†
Non-English Learners	152	100.0	41.4	21.7	46.9	41.4		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	56	726	730	752	18%	30%	27%	*	*	25%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	44	720	728	739	23%	32%	30%	*	*	16%	38%
Black or African American	N	N	720	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	738	757	*	*	*	*	*	*	59%
Female	33	729	734	752	*	*	*	*	*	33%	53%
Male	23	722	726	751	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	56	726	729	736	18%	30%	27%	*	*	25%	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	34	715	719	726	*	*	*	*	*	15%	23%
Non-English Learners	22	743	734	754	*	*	*	*	*	41%	56%
Homeless Students	*	*	734	723	*	*	*	*	*	*	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	57	725	724	748	18%	33%	28%	21%	0%	21%	49%
White	N	N	739	755	N	N	N	N	N	N	60%
Hispanic	40	717	721	737	25%	40%	*	*	*	15%	34%
Black or African American	*	*	714	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	31	723	723	748	*	*	*	*	*	19%	50%
Male	26	728	726	748	*	*	*	*	*	23%	49%
Economically Disadvantaged Students	57	725	724	733	18%	33%	28%	21%	0%	21%	30%
Non-Economically Disadvantaged Students	N	N	723	758	N	N	N	N	N	N	62%
Students with Disabilities	10	714	706	725	*	*	*	*	*	*	22%
Students without Disabilities	47	728	727	753	*	*	*	*	*	*	55%
English Learners	31	715	714	722	*	*	*	*	*	13%	16%
Non-English Learners	26	738	727	750	*	*	*	*	*	31%	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	61	733	728	748	*	31%	23%	*	*	31%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	42	722	725	736	*	38%	31%	*	*	14%	32%
Black or African American	*	*	715	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	17	762	762	777	*	*	*	*	*	76%	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	28	734	729	749	*	*	*	*	*	32%	50%
Male	33	732	727	747	*	*	*	*	*	30%	48%
Economically Disadvantaged Students	*	*	727	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	746	758	*	*	*	*	*	*	62%
Students with Disabilities	12	720	713	726	*	*	*	*	*	*	20%
Students without Disabilities	49	737	731	752	*	*	*	*	*	*	55%
English Learners	*	*	707	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	730	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	81	726	726	744	17%	31%	28%	*	*	23%	44%
White	N	N	733	751	N	N	N	N	N	N	54%
Hispanic	60	718	723	731	23%	38%	23%	*	*	15%	27%
Black or African American	*	*	713	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	19	752	753	771	0%	*	*	*	*	53%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	46	728	726	745	*	28%	*	*	*	24%	45%
Male	35	724	725	742	*	34%	*	*	*	23%	42%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	724	753	*	*	*	*	*	*	56%
Students with Disabilities	18	709	706	717	*	*	*	*	*	11%	13%
Students without Disabilities	63	731	730	748	*	*	*	*	*	27%	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	38	712	727	743	*	*	*	*	*	*	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	26	712	725	732	*	*	*	*	*	*	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	20	715	*	745	*	*	*	*	*	*	45%
Male	18	709	*	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	12	696	711	716	*	*	*	*	*	*	10%
Non-English Learners	26	719	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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	48	720	714	728	33%	*	*	27%	0%	27%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	41	720	715	722	34%	*	*	27%	0%	27%	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	20	722	714	731	*	*	*	*	*	30%	31%
Male	28	719	713	725	*	*	*	*	*	25%	26%
Economically Disadvantaged Students	*	*	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	730	735	*	*	*	*	*	*	35%
Students with Disabilities	10	697	692	705	*	*	*	*	*	10%	*
Students without Disabilities	38	726	719	735	*	*	*	*	*	32%	*
English Learners	11	698	700	705	*	*	*	*	*	*	10%
Non-English Learners	37	727	715	729	*	*	*	*	*	*	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-08
2017-2018

Report Key:
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N No Data is available to display
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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	49	756	723	746	*	*	24%	63%	0%	63%	46%
White	N	N	731	755	N	N	N	N	N	N	57%
Hispanic	*	*	717	730	*	*	*	*	*	*	27%
Black or African American	*	*	712	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	26	763	748	779	0%	*	*	65%	0%	65%	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	25	748	726	748	*	*	*	52%	0%	52%	48%
Male	24	765	721	745	*	*	*	75%	0%	75%	44%
Economically Disadvantaged Students	*	*	723	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	728	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	49	756	*	749	*	*	24%	63%	0%	63%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-08
2017-2018

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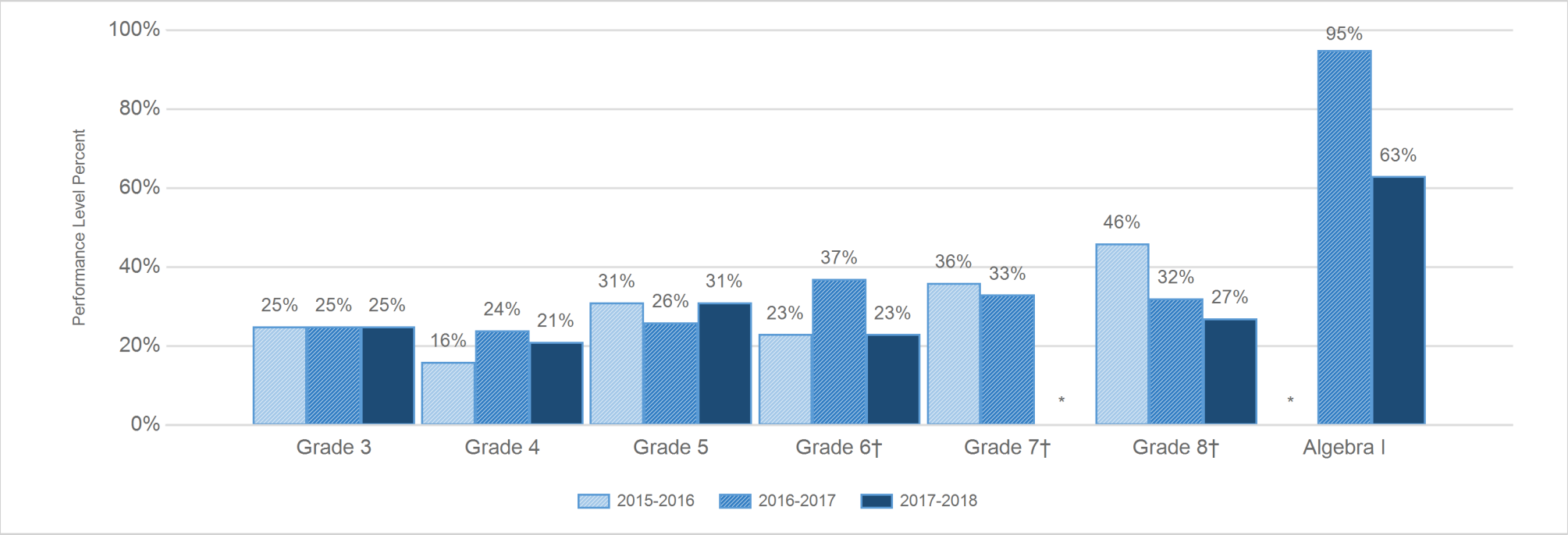
Mathematics Assessment – Performance Trends

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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-08
2017-2018

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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	*	*
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	35.6%	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	104	*	*
3-4	88	*	*
5 or more	34	*	*

NJ SCHOOL PERFORMANCE REPORT

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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.

NJ SCHOOL PERFORMANCE REPORT

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(01-0110-060)
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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	76
7	23	0	48
8	26	0	45
Total	49	0	169

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	76
7	0	0	0	0	0	0	72
8	0	0	0	0	0	0	70
Total	0	0	0	0	0	0	218

NJ SCHOOL PERFORMANCE REPORT

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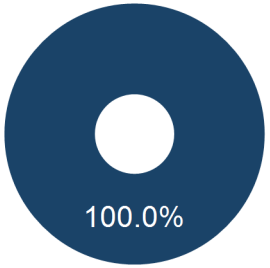
Visual and Performing Arts – Course Participation

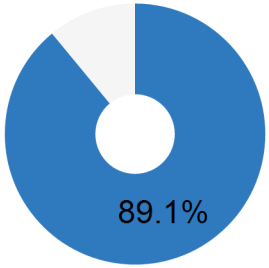
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

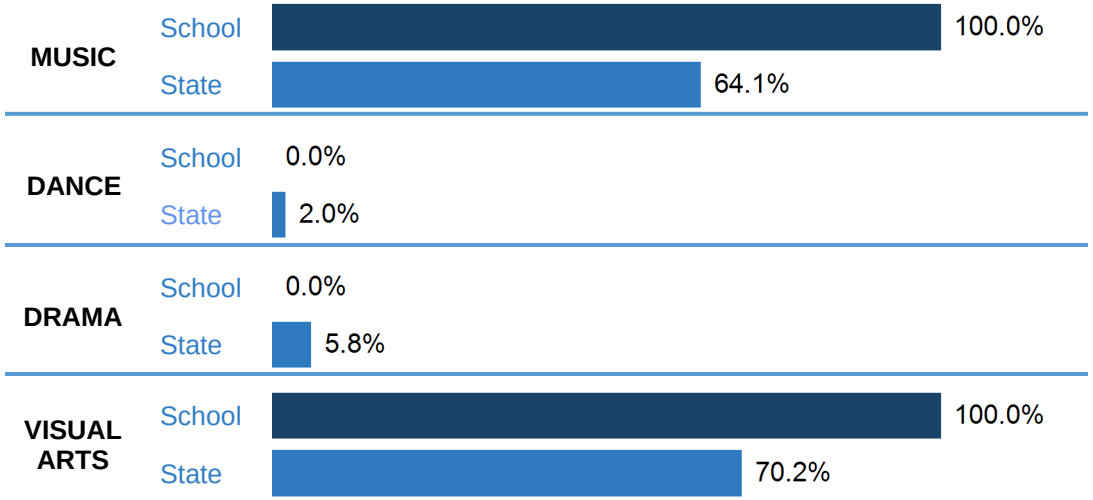


School



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.

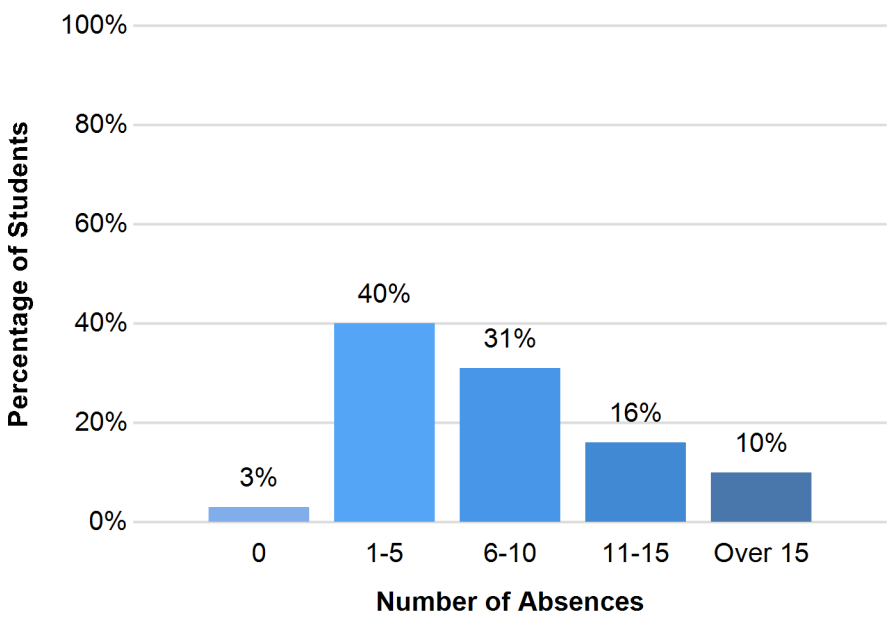
Chronic Absenteeism

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	42	7.6	9.1	Met
White	*	*	**	**
Hispanic	33	8.3	9.1	Met
Black or African American	5	31.3	**	**
Asian, Native Hawaiian, or Pacific Islander	2	1.5	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	42	7.7	9.1	Met
Students with Disabilities	7	10.6	9.1	Not Met
English Learners	13	5.7	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.



NJ SCHOOL PERFORMANCE REPORT

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-08
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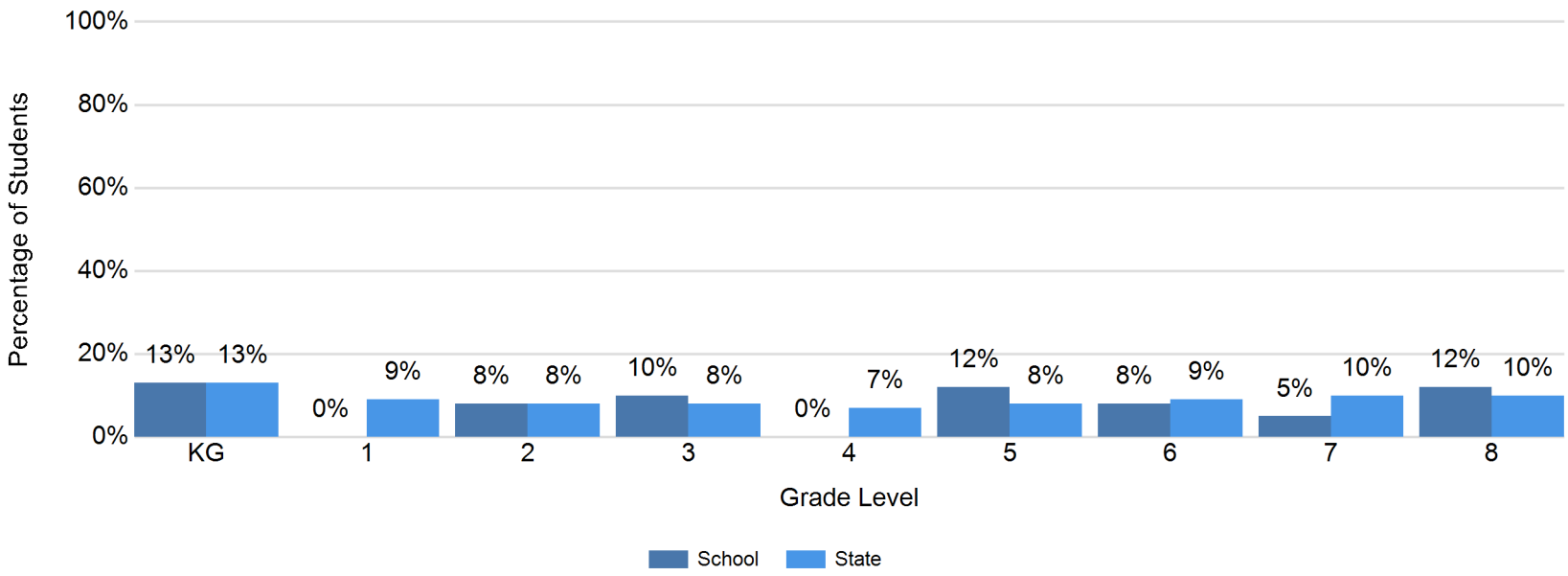
Chronic Absenteeism by Grade

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	13
Weapons	0
Vandalism	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	4.36

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)	1
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	3	3
Religion	1	0	1
Ancestry	1	3	4
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	1	0	1
Other	1	1	2
No Identified Nature	16		16

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	57	10.4%
Any Suspension	57	10.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
218

NJ SCHOOL PERFORMANCE REPORT

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(01-0110-060)
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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

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	50	117,464
Average years experience in public schools	14.5	12.0
Average years experience in district	14.3	10.7
Teachers in district for 4 or more years	95.9%	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	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	275:1	224:1
Teachers to Administrators	25:1	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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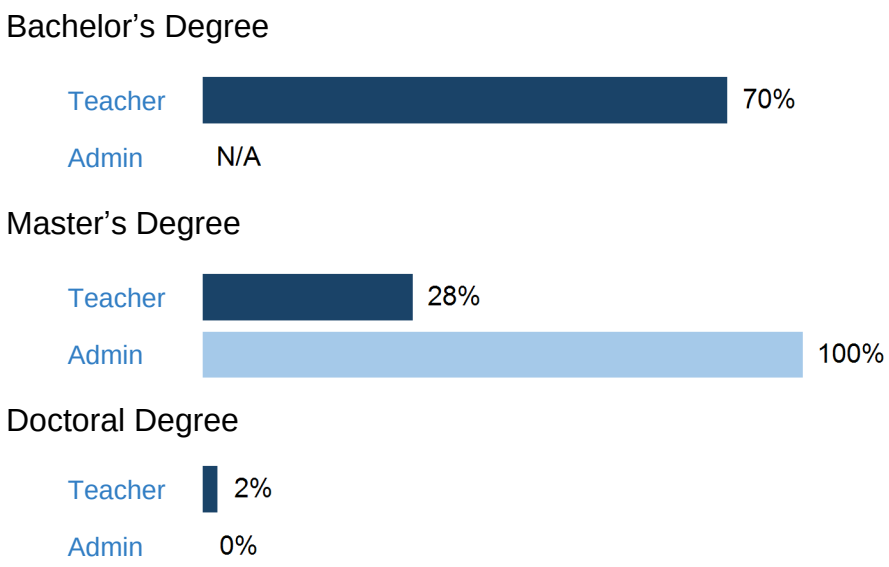
Teachers and Administrators - Level of Education

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	96.6%

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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	70.0%	50.0%
Male	30.0%	50.0%
White	56.0%	50.0%
Hispanic	16.0%	0.0%
Black or African American	24.0%	50.0%
Asian	4.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	7.82	15.0%
Mathematics Proficiency	13.68	15.0%
English Language Arts Growth	44.02	20.0%
Mathematics Growth	57.63	20.0%
Progress Towards English Language Proficiency (coming 2018)	12.13	20.0%
Chronic Absenteeism	58.09	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	31.79	n/a
Summative Rating: Percentile rank of Summative Score	21.15	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†	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	34.01	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	36.39	14.08	No	Met Target†	Met Target†	Exceeds 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	55.08	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	54.13	14.08	No	Not Met	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	39.83	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

TEXAS AVENUE SCHOOL
(01-0110-060)
Grades Offered: KG-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:	• NJEA's Families and Schools Together Work for Children (FAST) grant program encourages family involvement. • Center for Talented Youth (CTY) is available for middle school students. 75% of students who took SATs qualified for CTY. • Academic After School Programs for grades K-8, Saturday School STEM, SES Tutoring, Morning Enrichment for Students, Yoga, EPA Energy Start Award, Multimedia Center Hub for Audio and Visual Learning.
Mission, Vision, Theme:	Texas Avenue's Mission is to develop students with active and creative minds, a sense of compassion for others, and the courage to act on their beliefs. We guide and motivate intellectual and emotional growth while developing responsible and informed citizenship by providing a diverse curriculum in preparation for global leadership. With that goal in mind, we promote academic excellence, creative thinking, problem solving, mutual respect, and ethical understanding. Motto: Believe & Achieve
Awards, Recognition, Accomplishments:	Texas has been recognized as Atlantic County's home for Johns Hopkins Center for Talented Youth. The school also received the AltantiCare Healthy Educator Award.

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Courses, Curriculum, Instruction:	Pearson Math, Literacy Collaborative Framework, Project Lead the Way (supplemental Science), Gifted & Talented, English as a Second Language (ESL), Basic Skills Instruction (BSI), Reading Recovery, Leveled Literacy Intervention (LLI), Google Classrooms (G Suite), Compass Learning, Learning.com, Brainpop Suite, Middle School Algebra Program, Junior SAT Program, Scholastic Reading Inventory, Accelerated Reader
Clubs and Activities:	Garden Club, Morning Yoga, Empowering Young Females, Performing Arts Band, Texas Avenue Against Bullying (TAAB), Student Government Advisory Club, Building Environment Team (BET), Safety Patrol, Peer Liaison Advisory Club, Mock Trial Debate Team, TV Production, Yearbook Club

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Before and After School Programs:	STEM (Math and ELA), Keyboarding, Responsible Thinking, Visual and Performing Arts, After School Extended Learning Academy, Parent Technology Support Group (PTSG)
Staff and Professional Learning:	Full day professional development, Math cohort, Sheltered Instruction Observation Protocol (SIOP) cohort, District Literacy cohorts, Grade Level and individual Math and Literacy Coaching sessions, Professional Learning Communities (PLCs), staff can also request the opportunity to attend outside professional development (for ex: ETTC--Educational Technology Training Center), ACEA (Atlantic City Education Association) professional workshops

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Student Supports and Services:	English as a Second Language (ESL), Basic Skills Instruction (BSI), Special Services, Intervention & Referral Services (I&RS), Speech Services, After School Programs, Saturday School, Reading Recovery, Leveled Literacy Intervention (LLI), Tutoring Services, Title I & Title III After-School programs for Reading/Writing/Math, Bilingual/ESL and Math and a rigorous Title I summer school program.
Student Health and Wellness:	Breakfast and Lunch are served daily, dinner is served daily during the After School Program, AtlantiCare FoodCorps Program, AtlantiCare Healthy Schools/Healthy Children, Rutgers Extension Program
Parent and Community Involvement:	Parent Advisory Council (PAC) meetings monthly, Dads Take Your Child to School Day, Open House Night, Report Card Conferences, Assembly Programs, Parent Technology Support

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All stakeholders have the opportunity to complete a School Climate Survey at the end of each school year. Survey data is used to develop the School Improvement Plan and set SMART goals for the school.
Facilities:	Texas Avenue School was built in 1911 and is the center of our multicultural and diverse community. There are 26 classrooms, 1 Gymnasium, 1 Auditorium, 1 Media/Technology Center, 1 Main Office (Principal), 1 Nurse's Station, 1 Vice Principal Office, and 1 Guidance Office.
School Safety:	There are 3 Safety Officers (1 per floor), Exterior and Interior Cameras, Raptor Technologies School Safety System

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Other Information:	Strict uniform policy requires students to wear khaki pants/blue shirt or blue pants/white shirt daily. Hoodies are strictly prohibited. Staff, Parents and Students are provided a handbook with detailed information about Texas Avenue School.