NJ SCHOOL PERFORMANCE REPORT

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	MS. PEYTON
Address	3205 ARCTIC AVENUE ATLANTIC CITY, NJ 08401-3711
Phone Number	(609)343-7260
Email Address	MPEYTON@ACBOE.ORG
Website	https://www.acboe.org/sov

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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	20	41	57
KG	76	62	66
1	82	70	56
2	93	77	74
3	75	90	73
4	71	68	79
5	77	70	67
6	98	100	95
7	88	87	80
8	99	78	79
Total	779	743	726

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	49.3%	49.5%	50.1%
Male	50.7%	50.5%	49.9%
Economically Disadvantaged Students	91.5%	97.4%	97.1%
Students with Disabilities	10.4%	11.6%	10.7%
English Learners	30.8%	26.9%	31.0%
Homeless Students		0.8%	1.2%
Students in Foster Care		0.0%	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	0.9%	0.9%	1.9%
Hispanic	70.1%	68.6%	66.8%
Black or African American	5.5%	5.5%	5.4%
Asian	20.4%	21.8%	22.7%
Native Hawaiian or Pacific Islander	2.6%	2.6%	2.3%
American Indian or Alaska Native	0.3%	0.1%	0.3%
Two or More Races	0.3%	0.4%	0.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	20	41	57
KG - Half Day	0	0	0
KG - Full Day	76	62	66

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	57.7%
English	18.6%
Bengali	10.9%
Vietnamese	5.4%
Urdu	2.1%
Other Languages	5.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	44	50	Met Standard	56	48	50	Met Standard
White	*	57	50	**	*	49	51	**
Hispanic	50	43	49	Met Standard	54	46	48	Met Standard
Black or African American	53	36	44	Met Standard	59	43	44	**
Asian, Native Hawaiian, or Pacific Islander	52.5	57	61	Met Standard	68	64	61	Exceeds Standard
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	*	67	49	**	*	32	51	**
Economically Disadvantaged	51	44	48	Met Standard	56	48	47	Met Standard
Students with Disabilities	34.5	31	41	Not Met	64	45	43	Exceeds Standard
English Learners	56.5	52	54	Met Standard	54	50	51	Met Standard

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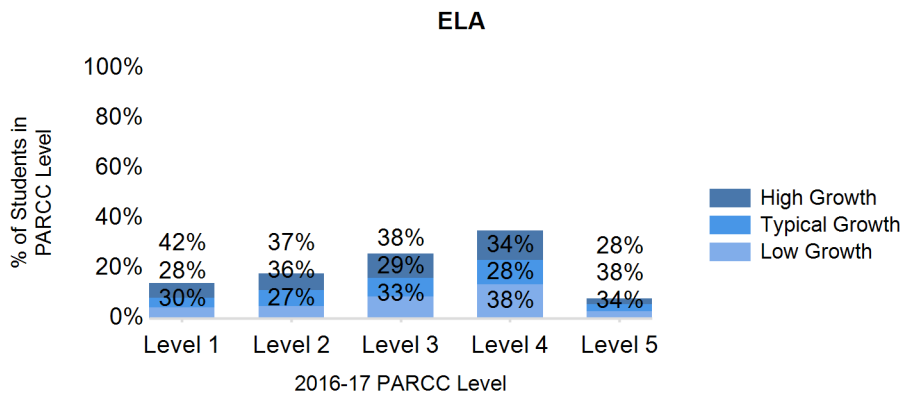
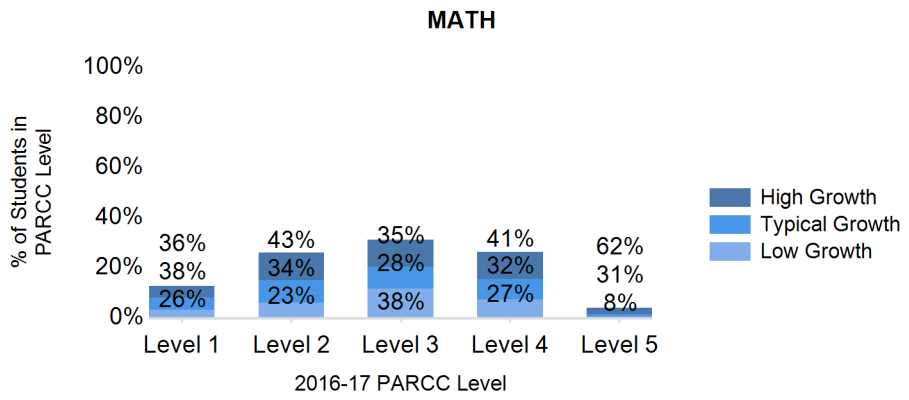
Student Growth by Performance Level

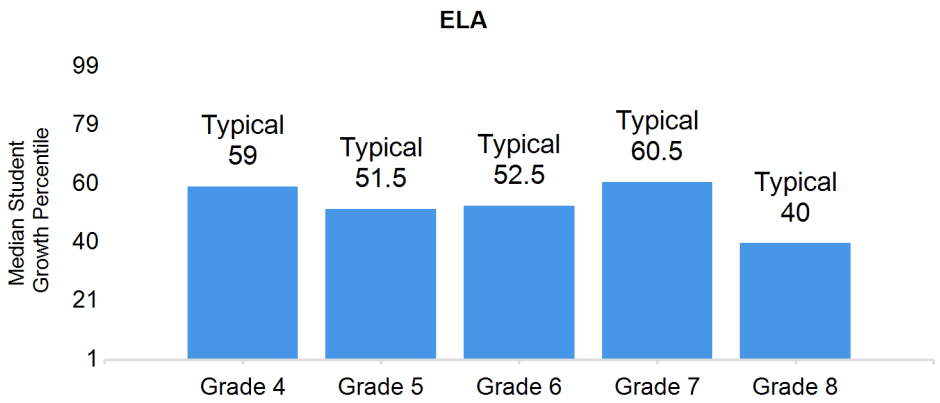
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

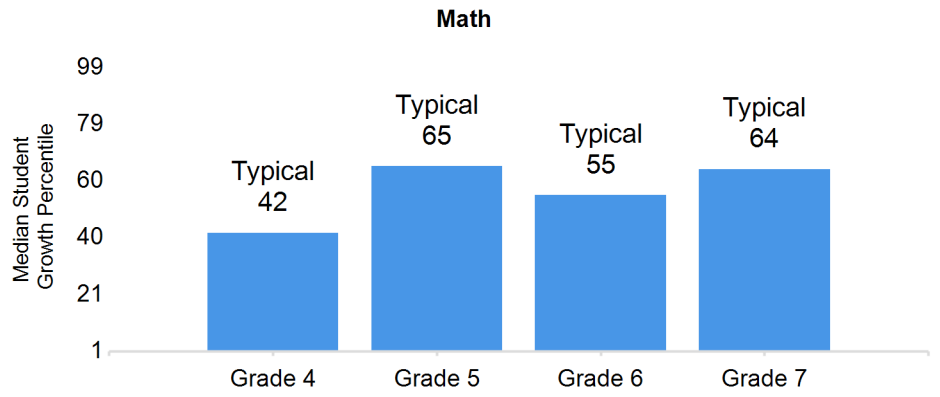




Student Growth by Grade

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	503	99.6	44.7	30.8	56.7	44.7	43.5	Met Target
White	10	100.0	20.0	48.4	65.6	20.0	**	**
Hispanic	335	100.0	36.7	*	42.5	36.7	34.8	Met Target
Black or African American	31	97.0	29.0	16.6	37.3	29.0	34.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	123	99.2	71.5	65.8	82.3	71.5	66.5	Met Target
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	242	99.6	54.6	*	64.5	54.6		
Male	261	99.6	35.7	*	49.4	35.7		
Economically Disadvantaged Students	485	99.6	44.4	29.4	38.5	44.4	42.7	Met Target
Non-Economically Disadvantaged Students	18	100.0	55.6	47.5	67.5	55.6		
Students with Disabilities	64	100.0	*	*	21.6	*	10.7	Met Target†
Students without Disabilities	439	99.6	*	*	63.9	*		
English Learners	278	100.0	33.5	28.1	27.3	33.5	24.6	Met Target
Non-English Learners	225	99.1	58.7	31.7	59.4	58.7		
Homeless Students	*	*	*	10.5	27.7	*		
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	77	742	729	750	16%	17%	27%	*	*	40%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	56	736	727	736	18%	18%	32%	32%	0%	32%	38%
Black or African American	*	*	716	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	15	766	764	777	*	*	*	*	*	73%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	742	758	*	*	*	*	*	*	58%
Female	37	748	737	756	*	*	*	*	*	49%	57%
Male	40	736	722	744	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	*	*	728	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	756	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	695	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	57%
English Learners	35	721	715	712	*	*	31%	*	*	20%	15%
Non-English Learners	42	759	734	753	*	*	24%	*	*	57%	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	83	738	729	756	13%	18%	37%	*	*	31%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	62	732	727	744	16%	18%	42%	*	*	24%	44%
Black or African American	*	*	718	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	12	771	763	782	0%	*	*	*	*	67%	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	43	743	732	762	*	*	37%	*	*	40%	63%
Male	40	733	725	751	*	*	38%	*	*	23%	53%
Economically Disadvantaged Students	*	*	729	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	767	*	*	*	*	*	*	70%
Students with Disabilities	12	705	698	726	*	*	*	*	*	*	25%
Students without Disabilities	71	744	735	762	*	*	*	*	*	*	64%
English Learners	27	724	719	720	*	*	44%	*	*	11%	17%
Non-English Learners	56	745	732	759	*	*	34%	*	*	41%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	65	745	730	755	*	18%	25%	*	*	45%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	44	736	728	743	*	27%	27%	*	*	32%	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	36	755	736	762	*	*	*	*	*	58%	66%
Male	29	732	723	749	*	*	*	*	*	28%	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	94	743	733	754	*	21%	29%	*	*	41%	56%
White	*	*	732	761	*	*	*	*	*	*	66%
Hispanic	55	738	729	742	*	25%	35%	*	*	33%	42%
Black or African American	*	*	723	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	29	758	758	779	*	*	*	*	*	66%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	49	752	739	761	*	*	29%	*	*	53%	64%
Male	45	733	726	748	*	*	29%	*	*	29%	48%
Economically Disadvantaged Students	*	*	733	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	739	764	*	*	*	*	*	*	68%
Students with Disabilities	13	706	705	723	*	*	*	*	*	*	18%
Students without Disabilities	81	749	739	760	*	*	*	*	*	*	63%
English Learners	*	*	712	712	*	*	*	*	*	*	*
Non-English Learners	*	*	734	755	*	*	*	*	*	*	*
Homeless Students	*	*	717	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	101	753	733	760	12%	11%	19%	35%	24%	58%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	67	747	732	746	*	15%	19%	*	*	54%	49%
Black or African American	*	*	720	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	26	775	767	790	*	0%	*	*	*	81%	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	44	761	*	769	*	*	*	39%	30%	68%	72%
Male	57	747	*	752	*	*	*	32%	19%	51%	54%
Economically Disadvantaged Students	*	*	733	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	730	771	*	*	*	*	*	*	73%
Students with Disabilities	12	715	698	721	*	*	*	*	*	*	22%
Students without Disabilities	89	758	739	768	*	*	*	*	*	*	71%
English Learners	*	*	698	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	735	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	89	750	736	759	*	15%	28%	*	*	51%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	53	744	729	744	*	*	32%	*	*	43%	45%
Black or African American	*	*	726	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	25	767	*	789	*	*	*	*	*	72%	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	39	755	744	768	*	*	*	*	*	59%	69%
Male	50	746	729	751	*	*	*	*	*	44%	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	*	*	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
Grades Offered: PK-08
2017-2018

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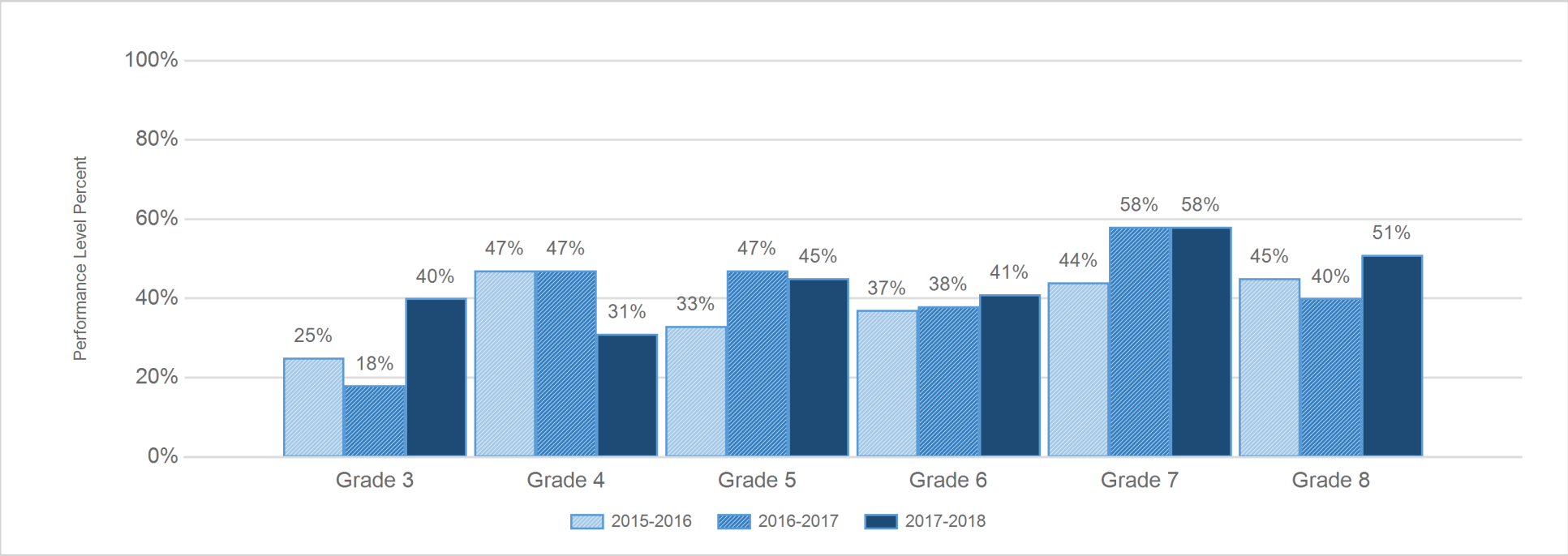
English Language Arts/Literacy Assessment - Performance Trends

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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
Grades Offered: PK-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	507	99.6	36.1	22.6	45.0	36.1	42.6	Not Met
White	10	100.0	40.0	24.7	54.1	40.0	**	**
Hispanic	339	100.0	27.2	18.9	29.2	27.2	33.6	Not Met
Black or African American	31	97.0	12.9	*	23.4	12.9	21.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	123	99.2	65.9	58.2	77.0	65.9	68.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	34.4	53.0	*	**	**
Female	243	99.6	36.2	22.5	46.0	36.2		
Male	264	99.6	36.0	22.7	43.9	36.0		
Economically Disadvantaged Students	489	99.6	35.4	21.9	26.6	35.4	41.8	Not Met
Non-Economically Disadvantaged Students	18	100.0	55.5	33.1	55.9	55.5		
Students with Disabilities	65	100.0	12.3	*	17.1	12.3	12	Met Target
Students without Disabilities	442	99.6	39.6	*	50.5	39.6		
English Learners	282	100.0	26.2	24.8	24.6	26.2	27.7	Met Target†
Non-English Learners	225	99.1	48.4	21.7	46.9	48.4		
Homeless Students	*	*	*	*	17.3	*		
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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	79	733	730	752	23%	18%	25%	*	*	34%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	58	729	728	739	22%	22%	28%	*	*	28%	38%
Black or African American	*	*	720	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	15	754	759	780	*	0%	*	*	*	60%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	738	757	*	*	*	*	*	*	59%
Female	38	735	734	752	*	*	26%	*	*	34%	53%
Male	41	731	726	751	*	*	24%	*	*	34%	53%
Economically Disadvantaged Students	*	*	729	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	751	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	716	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	732	756	*	*	*	*	*	*	57%
English Learners	37	709	719	726	*	*	27%	*	*	11%	23%
Non-English Learners	42	754	734	754	*	*	24%	*	*	55%	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	83	727	724	748	18%	36%	19%	*	*	27%	49%
White	*	*	739	755	*	*	*	*	*	*	60%
Hispanic	62	720	721	737	24%	39%	23%	*	*	15%	34%
Black or African American	*	*	714	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	12	767	761	774	0%	*	*	*	*	83%	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	43	727	723	748	*	30%	*	*	*	28%	50%
Male	40	728	726	748	*	43%	*	*	*	25%	49%
Economically Disadvantaged Students	*	*	724	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	723	758	*	*	*	*	*	*	62%
Students with Disabilities	12	710	706	725	*	*	*	*	*	*	22%
Students without Disabilities	71	730	727	753	*	*	*	*	*	*	55%
English Learners	27	710	714	722	*	*	*	*	*	*	16%
Non-English Learners	56	736	727	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	66	744	728	748	*	26%	26%	*	*	44%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	45	735	725	736	*	33%	29%	*	*	31%	32%
Black or African American	*	*	715	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	777	*	*	*	*	*	*	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	36	750	729	749	*	*	*	*	*	47%	50%
Male	30	737	727	747	*	*	*	*	*	40%	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	96	735	726	744	*	27%	39%	*	*	27%	44%
White	*	*	733	751	*	*	*	*	*	*	54%
Hispanic	57	730	723	731	*	35%	37%	*	*	21%	27%
Black or African American	*	*	713	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	29	752	753	771	0%	*	41%	*	*	48%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	49	737	726	745	*	24%	41%	*	*	29%	45%
Male	47	733	725	742	*	30%	36%	*	*	26%	42%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	724	753	*	*	*	*	*	*	56%
Students with Disabilities	14	712	706	717	*	*	*	*	*	*	13%
Students without Disabilities	82	739	730	748	*	*	*	*	*	*	49%
English Learners	*	*	711	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	*	*	717	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
Grades Offered: PK-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	99	742	727	743	*	24%	28%	*	*	39%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	66	735	725	732	*	27%	32%	*	*	32%	27%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	25	765	757	767	*	*	*	*	*	64%	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	44	742	*	745	*	*	41%	*	*	36%	45%
Male	55	742	*	741	*	*	18%	*	*	42%	42%
Economically Disadvantaged Students	*	*	727	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	725	751	*	*	*	*	*	*	55%
Students with Disabilities	12	735	708	717	*	*	*	*	*	42%	12%
Students without Disabilities	87	743	731	748	*	*	*	*	*	39%	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	65	731	714	728	26%	15%	28%	31%	0%	31%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	45	729	715	722	29%	*	31%	*	*	27%	22%
Black or African American	*	*	704	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	10	749	*	747	*	0%	*	*	*	60%	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	30	733	714	731	*	*	*	*	*	33%	31%
Male	35	729	713	725	*	*	*	*	*	29%	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	*	*	700	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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	26	778	723	746	0%	0%	*	*	*	88%	46%
White	*	*	731	755	*	*	*	*	*	*	57%
Hispanic	*	*	717	730	*	*	*	*	*	*	27%
Black or African American	N	N	712	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	16	779	748	779	0%	0%	*	*	*	88%	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	*	*	726	748	*	*	*	*	*	*	48%
Male	*	*	721	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	723	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	728	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	26	778	730	752	0%	0%	*	*	*	88%	52%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	26	778	*	749	0%	0%	*	*	*	88%	*
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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
Grades Offered: PK-08
2017-2018

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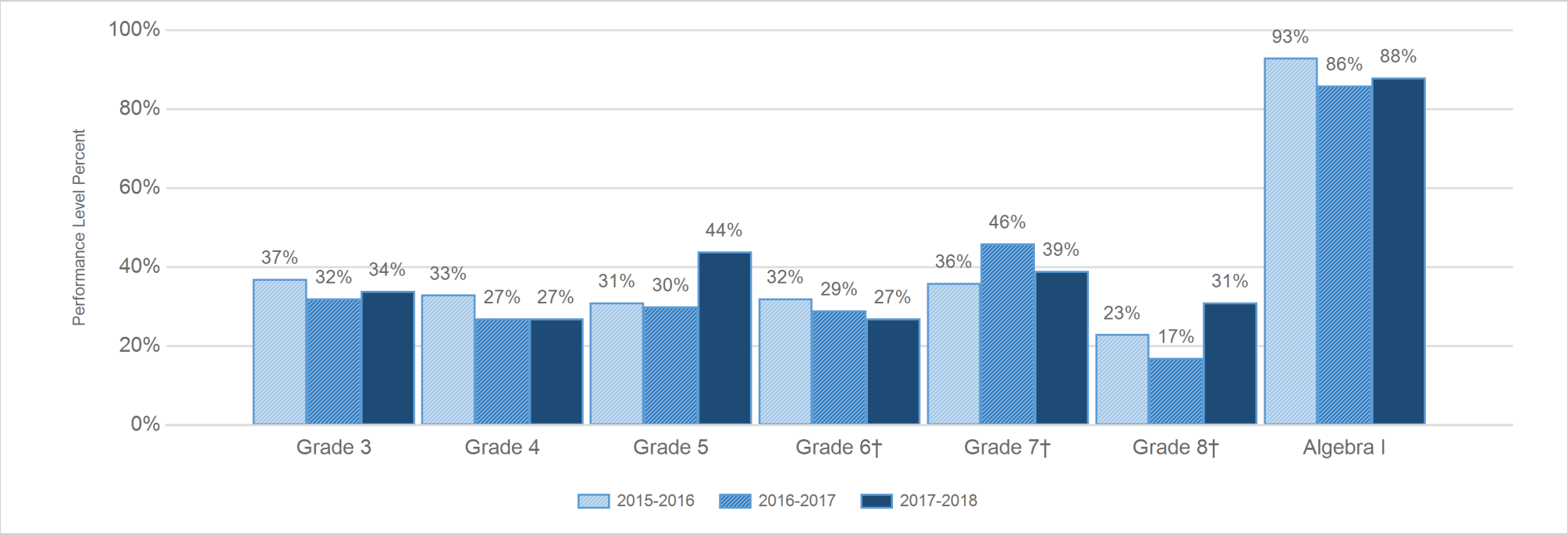
† This indicates a table specific note,see note below table

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

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
Grades Offered: PK-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	*	*
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	52.8%	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	86	*	*
3-4	94	*	*
5 or more	40	77.5%	22.5%

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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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	95
7	0	0	79
8	26	0	53
Total	26	0	227

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	95
7	0	0	0	0	0	0	79
8	0	0	0	0	0	0	76
Total	0	0	0	0	0	0	250

NJ SCHOOL PERFORMANCE REPORT

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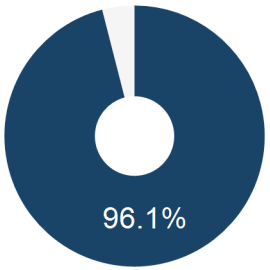
Visual and Performing Arts – Course Participation

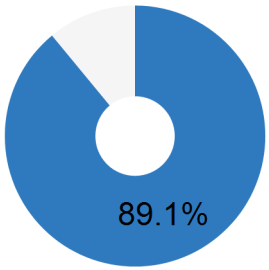
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

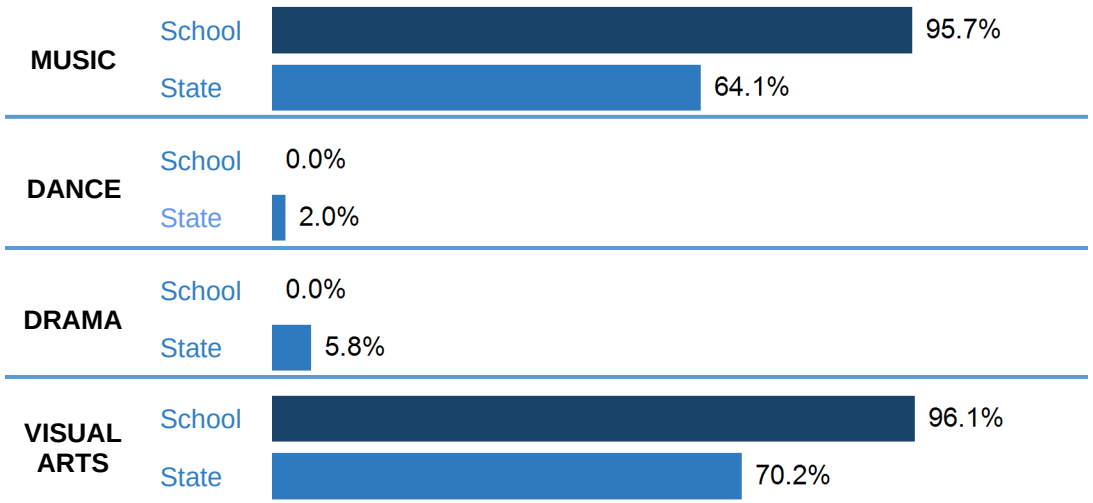


School



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.

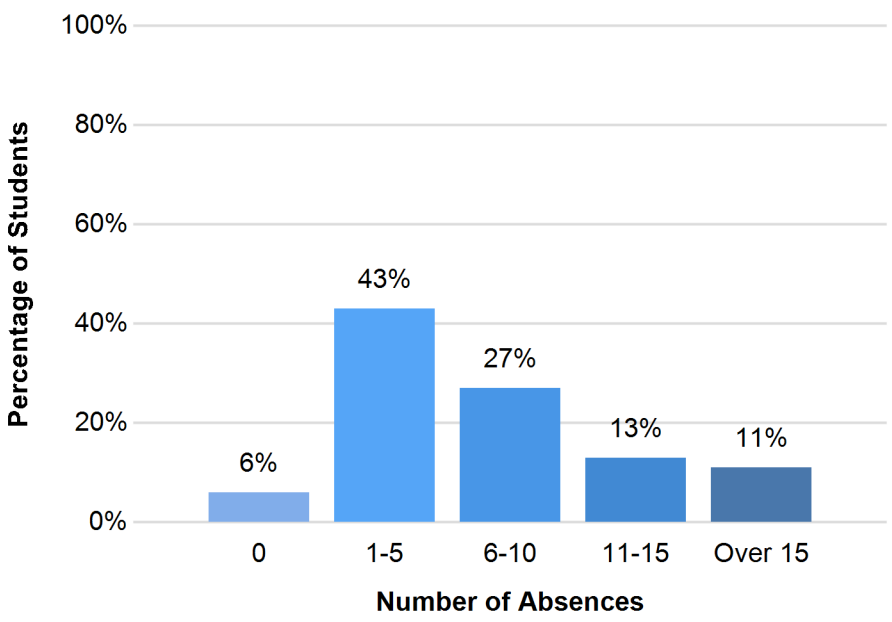
Chronic Absenteeism

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	47	7.1	9.1	Met
White	3	27.3	**	**
Hispanic	32	7.1	9.1	Met
Black or African American	3	8.8	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	8	4.8	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	46	7.1	9.1	Met
Students with Disabilities	7	9.3	9.1	Not Met
English Learners	21	9.5	9.1	Not Met

Days Absent

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



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SOVEREIGN AVENUE SCHOOL
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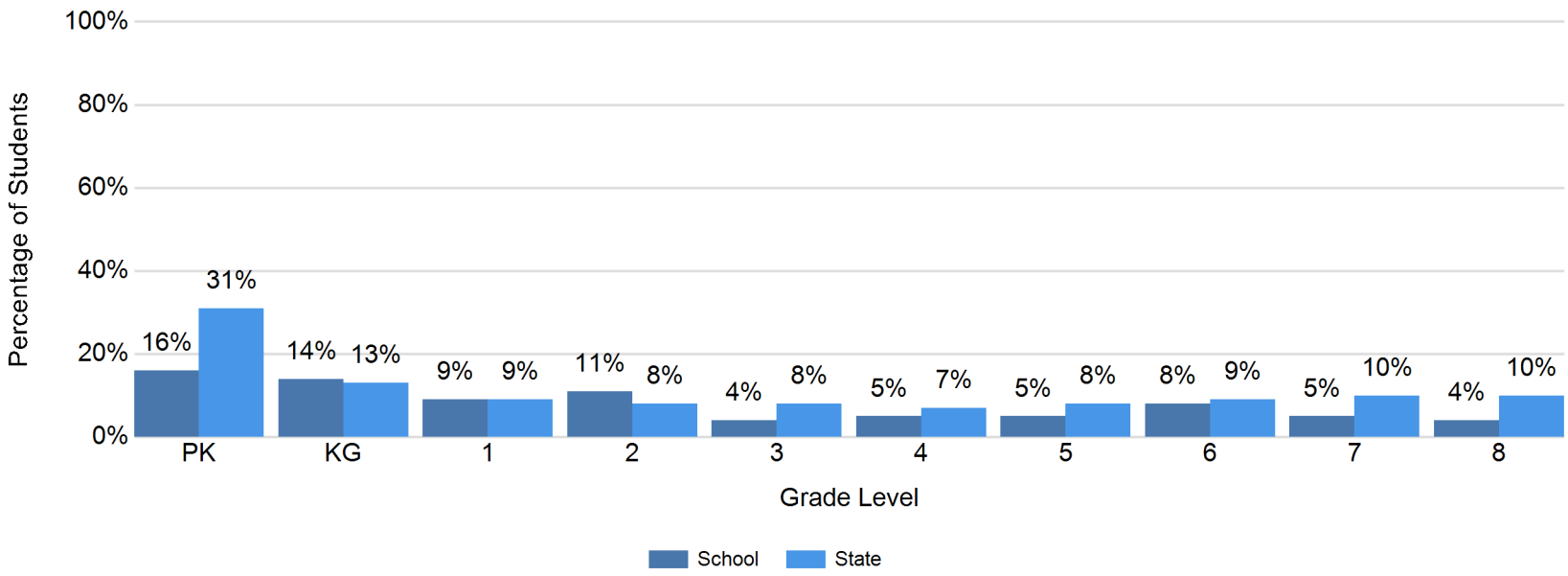
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.41

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	1	1	2
Other	0	1	1
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	22	3.0%
Any Suspension	22	3.0%
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
39

NJ SCHOOL PERFORMANCE REPORT

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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	70	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	14.5	10.7
Teachers in district for 4 or more years	90.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	10:1	11:1
Students to Administrators	363:1	224:1
Teachers to Administrators	35:1	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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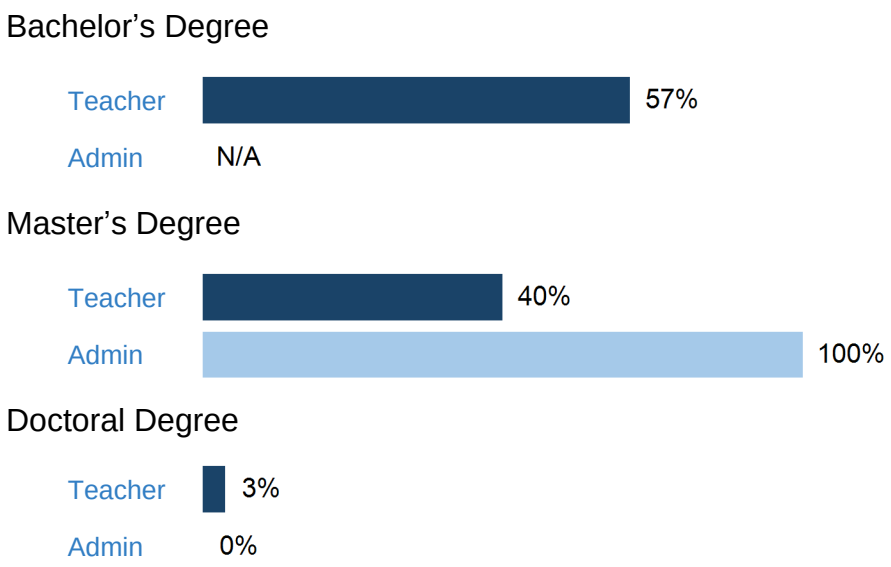
Teachers and Administrators - Level of Education

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	96.7%

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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	87.1%	100.0%
Male	12.9%	0.0%
White	62.9%	0.0%
Hispanic	17.1%	0.0%
Black or African American	14.3%	50.0%
Asian	4.3%	50.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.4%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	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	25.18	15.0%
Mathematics Proficiency	26.24	15.0%
English Language Arts Growth	49.35	20.0%
Mathematics Growth	74.01	20.0%
Progress Towards English Language Proficiency (coming 2018)	47.23	20.0%
Chronic Absenteeism	54.80	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	47.31	n/a
Summative Rating: Percentile rank of Summative Score	44.91	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	Met Target	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	52.06	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	48.16	14.08	No	Met Target†	Met Target†	Met Standard	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	33.99	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	71.79	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	48.77	14.08	No	Met Target†	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
English Learners	56.44	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

SOVEREIGN AVENUE SCHOOL
(01-0110-030)
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:	• NJ Benchmark School for two consecutive years; Blue Ribbon School recommendation; Reward Grant recipient of $100,00.00 • Orchestral Academy School, Asian & Latino Clubs, Drumline, VPA • Jr. National Honor Society; Chorus, Yoga, TV production; Mock Trial
Mission, Vision, Theme:	Sovereign Avenue School is a professional learning community with the mission of collaborating for the academic, emotional, and social growth of each student through quality and purposeful educational experiences in and out of the classroom. The school and community share in the responsibilities of nurturing students along the path to thrive as productive life-long learners in a culturally rich world.
Awards, Recognition, Accomplishments:	Recognized for our students' successes, we had been a NJ Benchmark School for two consecutive years. We were also nominated as a Blue Ribbon School by the Federal Government- NCLB. Sovereign Avenue School was the proud recipient of one of 26 NCLB School Reward Grants awarded by the State of New Jersey in the amount of $100,000.00 in the 2009-2010 school year.

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Courses, Curriculum, Instruction:	Sovereign provides a sound and rigorous elemenatry curriculum as well as providing interventions such as: Reading Recovery, Read180, System 44, Leveled Literacy Intervention , Accelerated Reader. Title I & Title III After-School programs for Reading/Writing/Math, Bilingual/ESL and Math and an intensive Title I summer school program are also provided.
Sports and Athletics:	The City of Atlantic City offers a recreational program at Sovereign Avenue School 5 days per week, after school.
Clubs and Activities:	After School Chorus, Art Club, Drumline, Asian Club, Girl Power, Latino Club, Yearbook Club, Energy Team, Academic Competition Club, Jr. National Honor Society and 8th Grade Interactive Club are a few of the clubs that are available.

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Before and After School Programs:	We have a Morning Enrichment program offered 5 days per week which includes Pre K morning care, Yoga, TV Production, and Mock Trial. Also, the City of Atlantic City offers an after school recreational program held every day, at the school.
Staff and Professional Learning:	Sovereign Avenue School's teachers are prepared and ready to elevate students' achievement. The District provides on-going professional development for all school staff. Focus areas are assessment and data, critical and creative thinking and technology training. Our teachers share and exchange ideas with colleagues that promote the use of the most successful strategies in the classroom.

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Student Supports and Services:	Our Guidance Counselor offers academic, social and emotional support through daily interactions, 1-1, small and large group counseling. 8th grade students are also assisted with course selections for high school.With the well-rounded child in mind, they offer programs such as Week of Respect, Red Ribbon activities, and anti-bullying and anti-drugs classroom lessons and assemblies.
Student Health and Wellness:	To address the health and nutritional needs of our students and their families, our school nurse, health and physical education and several classroom teachers head our participation in AtlantiCare's Healthy Schools, Healthy Kids Program. Our students also participate in the district breakfast and dinner programs as well as lunch.
Parent and Community Involvement:	Our parents can become involved in the many activities sponsored by our Parent Center, such as ESL, Citizenship, GED and Driver's Ed preparation classes, just to name a few. We are very successful in getting our parents to attend the monthly P.A.C. (Parent Advisory Council) meetings where we provide information that will help them help their children be successful. At these meetings, we also provide topics and speakers of interest.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Yearly, our students, teachers and parents participate in a school climate survey. The results are shared with teachers and parents. The over-wellmingly positive results relect the total school community's commitment to our students who are becoming “Smarter and Stronger” in their lives every day. Sovereign Avenue School is a very special place to learn and grow, intellectually, physically, socially and emotionally!

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Other Information:	Sovereign Avenue School first opened its doors in September of 2004 as a Kindergarten through 8th grade elementary school. PreK-4 and Pre School Disabled classes have now been added. The school is located in the heart of Atlantic City, New Jersey. Co-existing with the casino industry, Sovereign Avenue School has become a haven for children of immigrant parents seeking new employment opportunities. Sovereign Avenue School boasts a rich and diverse multicultural background. We currently have approximately 26+ languages spoken and have now added Sign Language. Our first floor hallways are adorned by flags from each of the 40+ countries that our students and their families represent. The Sovereign Avenue School family is proud to reflect the current, culturally diverse face of America! Sovereign Avenue School rallies under the banner of “Smarter and Stronger”. Our school/ community climate and culture is continuously sustained by the Sovereign Avenue School’s 4R’s: being Respectful, Responsible, Ready, and making Right Choices. Each parent, teacher and student is committed to being a vital part in the success of our school community. In fact, our mission emphasizes our commitment to fully embrace our diversity while coming together as a cohesive group that focuses on the whole child. Students are nurtured by a caring faculty who encourages them to believe that all things are possible. Students are taught that their achievements, extracurricular or school-related, bring honor and pride to themselves and the community. As first generation children from immigrant households, our students are drawn toward succeeding in their new country.