NJ SCHOOL PERFORMANCE REPORT

RICHMOND AVENUE SCHOOL
(01-0110-120)
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. WILLIAMS
Address	4115 VENTNOR AVENUE ATLANTIC CITY, NJ 08401-5860
Phone Number	(609)343-7250
Email Address	SHWILLIAMS@ACBOE.ORG
Website	https://www.acboe.org/rich

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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	43	45	56
KG	75	77	77
1	72	77	73
2	58	68	77
3	73	60	66
4	67	70	65
5	72	74	70
6	67	70	75
7	54	64	63
8	48	60	73
Total	629	665	695

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	49.4%	48.1%	50.6%
Male	50.6%	51.9%	49.4%
Economically Disadvantaged Students	85.7%	92.0%	92.9%
Students with Disabilities	12.2%	11.1%	10.8%
English Learners	24.5%	26.2%	26.2%
Homeless Students		1.7%	0.7%
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	4.1%	3.6%	2.7%
Hispanic	49.8%	51.7%	49.9%
Black or African American	12.2%	10.1%	14.0%
Asian	29.1%	29.6%	30.5%
Native Hawaiian or Pacific Islander	2.7%	2.1%	1.4%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	2.1%	2.6%	1.2%

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	43	45	56
KG - Half Day	0	0	0
KG - Full Day	75	77	77

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	38.0%
English	32.4%
Bengali	17.3%
Urdu	3.2%
Chinese	3.0%
Other Languages	6.2%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52	44	50	Met Standard	48.5	48	50	Met Standard
White	64	57	50	**	49.5	49	51	**
Hispanic	44	43	49	Met Standard	45	46	48	Met Standard
Black or African American	35	36	44	Not Met	31	43	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	61	57	61	Exceeds Standard	67	64	61	Exceeds Standard
American Indian or Alaska Native	N	*	52	**	*	*	53	**
Two or More Races	*	67	49	**	*	32	51	**
Economically Disadvantaged	51.5	44	48	Met Standard	47	48	47	Met Standard
Students with Disabilities	46.5	31	41	Met Standard	39.5	45	43	Not Met
English Learners	53.5	52	54	Met Standard	47	50	51	Met Standard

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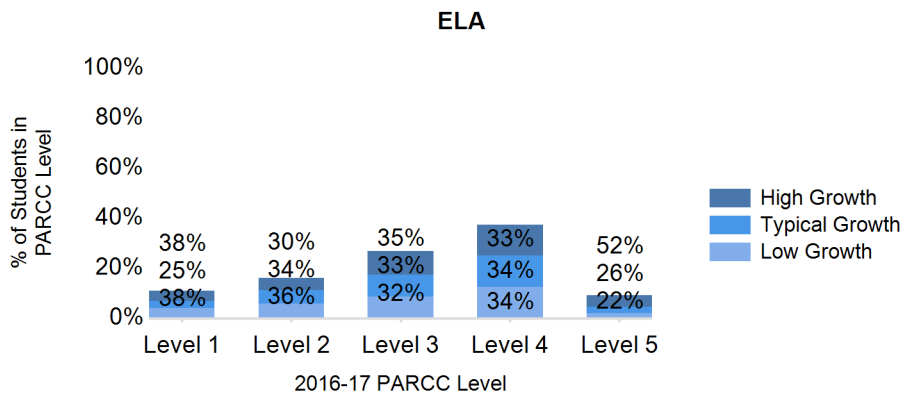
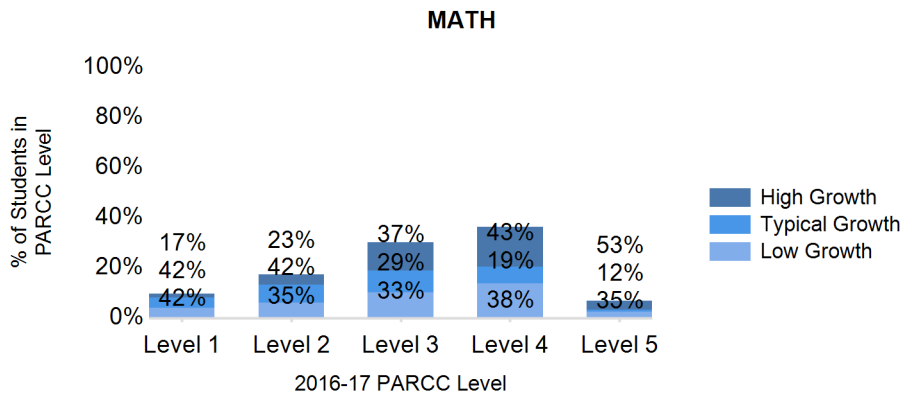
Student Growth by Performance Level

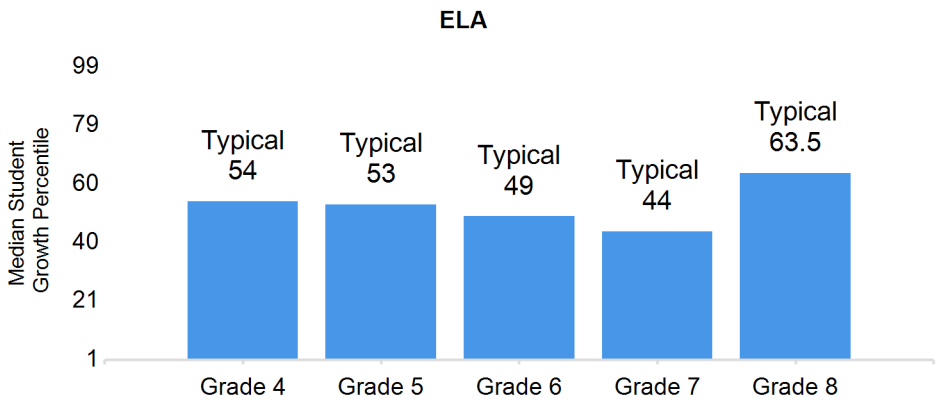
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

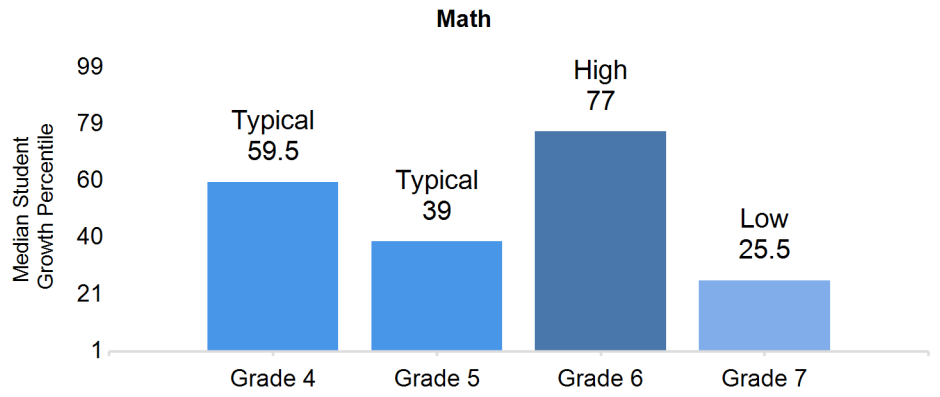




Student Growth by Grade

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	365	99.7	55.1	30.8	56.7	55.1	51.2	Met Target
White	14	100.0	71.4	48.4	65.6	71.4	**	**
Hispanic	199	99.5	38.2	*	42.5	38.2	37.2	Met Target
Black or African American	30	100.0	56.7	16.6	37.3	56.7	40.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	117	100.0	82.0	65.8	82.3	82.0	73.1	Met Goal
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	176	99.5	60.8	*	64.5	60.8		
Male	189	100.0	49.7	*	49.4	49.7		
Economically Disadvantaged Students	326	99.7	54.0	29.4	38.5	54.0	50.7	Met Target
Non-Economically Disadvantaged Students	39	100.0	64.1	47.5	67.5	64.1		
Students with Disabilities	49	100.0	20.4	*	21.6	20.4	25.6	Met Target†
Students without Disabilities	316	99.7	60.4	*	63.9	60.4		
English Learners	177	100.0	46.9	28.1	27.3	46.9	39.1	Met Target
Non-English Learners	188	99.5	62.7	31.7	59.4	62.7		
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	61	763	729	750	*	*	20%	48%	16%	64%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	37	749	727	736	*	*	*	*	*	51%	38%
Black or African American	*	*	716	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	17	779	764	777	0%	0%	*	*	*	82%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	742	758	*	*	*	*	*	*	58%
Female	29	768	737	756	*	*	*	*	*	66%	57%
Male	32	759	722	744	*	*	*	*	*	63%	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	24	746	715	712	*	*	*	*	*	46%	15%
Non-English Learners	37	775	734	753	*	*	*	*	*	76%	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	750	729	756	*	*	25%	*	*	49%	58%
White	*	*	743	764	*	*	*	*	*	*	68%
Hispanic	38	739	727	744	*	*	29%	*	*	37%	44%
Black or African American	*	*	718	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	10	784	763	782	0%	0%	*	*	*	90%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	27	753	732	762	*	*	*	*	*	52%	63%
Male	30	747	725	751	*	*	*	*	*	47%	53%
Economically Disadvantaged Students	*	*	729	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	698	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	735	762	*	*	*	*	*	*	64%
English Learners	15	733	719	720	*	*	*	*	*	33%	17%
Non-English Learners	42	756	732	759	*	*	*	*	*	55%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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	67	746	730	755	*	18%	18%	*	*	51%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	31	736	728	743	*	*	*	*	*	39%	43%
Black or African American	*	*	715	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	23	771	765	780	0%	*	*	*	*	83%	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	41	750	736	762	*	*	*	*	*	56%	66%
Male	26	740	723	749	*	*	*	*	*	42%	51%
Economically Disadvantaged Students	*	*	729	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	759	766	*	*	*	*	*	*	71%
Students with Disabilities	11	703	699	724	*	*	*	*	*	*	22%
Students without Disabilities	56	754	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	67	751	733	754	*	*	30%	*	*	52%	56%
White	*	*	732	761	*	*	*	*	*	*	66%
Hispanic	31	739	729	742	*	*	35%	*	*	32%	42%
Black or African American	*	*	723	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	27	766	758	779	0%	0%	*	*	*	74%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	33	753	739	761	*	*	*	*	*	58%	64%
Male	34	748	726	748	*	*	*	*	*	47%	48%
Economically Disadvantaged Students	*	*	733	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	739	764	*	*	*	*	*	*	68%
Students with Disabilities	11	722	705	723	*	*	*	*	*	18%	18%
Students without Disabilities	56	756	739	760	*	*	*	*	*	59%	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	64	743	733	760	*	20%	27%	*	*	44%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	34	732	732	746	*	29%	29%	*	*	32%	49%
Black or African American	*	*	720	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	19	777	767	790	0%	0%	*	*	*	74%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	22	745	*	769	*	*	*	*	*	50%	72%
Male	42	743	*	752	*	*	*	*	*	40%	54%
Economically Disadvantaged Students	*	*	733	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	730	771	*	*	*	*	*	*	73%
Students with Disabilities	11	718	698	721	*	*	*	*	*	27%	22%
Students without Disabilities	53	749	739	768	*	*	*	*	*	47%	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

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	55	759	736	759	*	*	*	45%	20%	65%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	27	730	729	744	*	*	*	*	*	33%	45%
Black or African American	*	*	726	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	21	789	*	789	0%	*	0%	*	*	95%	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	29	765	744	768	*	*	*	*	*	72%	69%
Male	26	752	729	751	*	*	*	*	*	58%	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	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

RICHMOND AVENUE SCHOOL
(01-0110-120)
Grades Offered: PK-08
2017-2018

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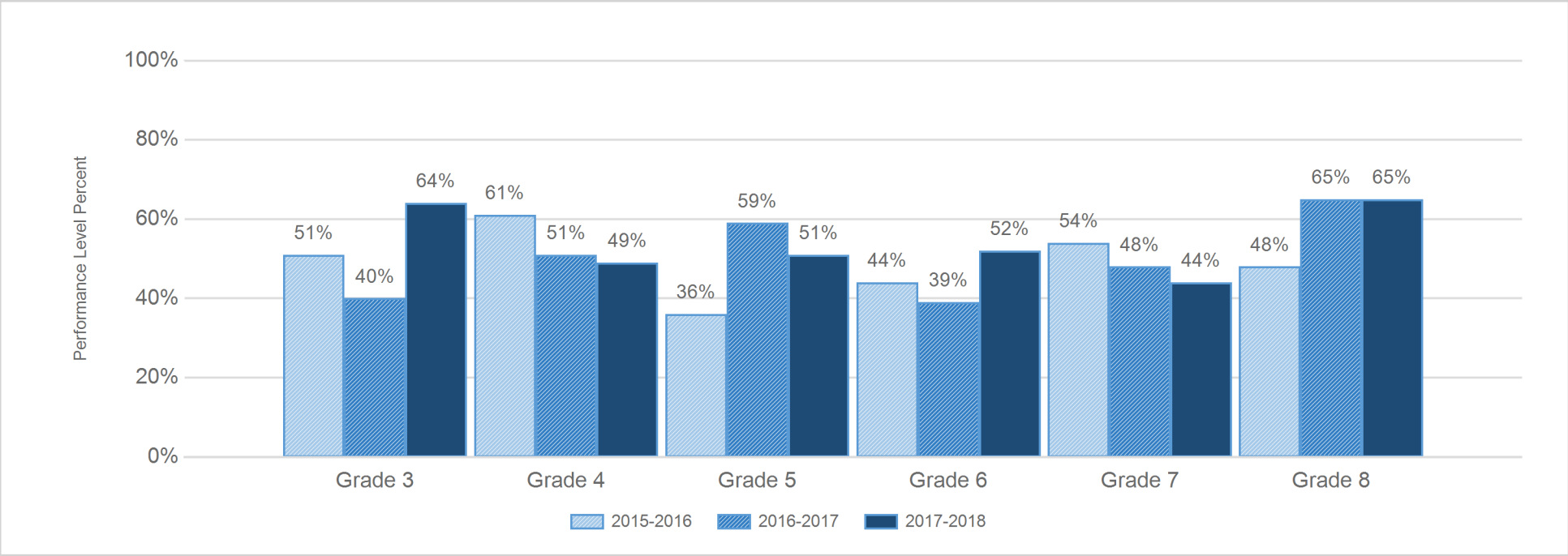
English Language Arts/Literacy Assessment - Performance Trends

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

RICHMOND AVENUE SCHOOL
(01-0110-120)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	367	99.7	49.6	22.6	45.0	49.6	47.6	Met Target
White	14	100.0	64.2	24.7	54.1	64.2	**	**
Hispanic	199	99.5	33.1	18.9	29.2	33.1	34.1	Met Target†
Black or African American	30	100.0	33.4	*	23.4	33.4	32.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	119	100.0	79.9	58.2	77.0	79.9	72.3	Met Target
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	*	*	*	34.4	53.0	*	**	**
Female	175	99.5	47.5	22.5	46.0	47.5		
Male	192	100.0	51.6	22.7	43.9	51.6		
Economically Disadvantaged Students	328	99.7	48.4	21.9	26.6	48.4	47.3	Met Target
Non-Economically Disadvantaged Students	39	100.0	58.9	33.1	55.9	58.9		
Students with Disabilities	49	100.0	24.5	*	17.1	24.5	25.6	Met Target†
Students without Disabilities	318	99.7	53.5	*	50.5	53.5		
English Learners	180	100.0	45.5	24.8	24.6	45.5	34.1	Met Target
Non-English Learners	187	99.5	53.5	21.7	46.9	53.5		
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

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	61	758	730	752	*	*	23%	*	*	64%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	37	749	728	739	*	*	27%	*	*	54%	38%
Black or African American	*	*	720	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	17	770	759	780	0%	*	*	*	*	82%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	738	757	*	*	*	*	*	*	59%
Female	29	758	734	752	*	*	*	*	*	66%	53%
Male	32	758	726	751	*	*	*	*	*	63%	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	24	746	719	726	*	*	*	*	*	54%	23%
Non-English Learners	37	766	734	754	*	*	*	*	*	70%	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

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	58	745	724	748	*	29%	17%	*	*	48%	49%
White	*	*	739	755	*	*	*	*	*	*	60%
Hispanic	39	736	721	737	*	36%	*	36%	0%	36%	34%
Black or African American	*	*	714	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	10	776	761	774	0%	*	0%	*	*	90%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	27	741	723	748	*	*	*	*	*	41%	50%
Male	31	750	726	748	*	*	*	*	*	55%	49%
Economically Disadvantaged Students	*	*	724	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	723	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	727	753	*	*	*	*	*	*	55%
English Learners	16	734	714	722	*	*	*	*	*	38%	16%
Non-English Learners	42	750	727	750	*	*	*	*	*	52%	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	67	738	728	748	*	31%	18%	*	*	42%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	31	725	725	736	*	42%	*	*	*	19%	32%
Black or African American	*	*	715	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	23	763	762	777	0%	*	*	*	*	78%	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	41	741	729	749	*	*	*	*	*	41%	50%
Male	26	734	727	747	*	*	*	*	*	42%	48%
Economically Disadvantaged Students	*	*	727	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	746	758	*	*	*	*	*	*	62%
Students with Disabilities	11	707	713	726	*	*	*	*	*	*	20%
Students without Disabilities	56	744	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

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	67	750	726	744	*	*	28%	*	*	52%	44%
White	*	*	733	751	*	*	*	*	*	*	54%
Hispanic	30	739	723	731	*	*	37%	*	*	33%	27%
Black or African American	*	*	713	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	28	768	753	771	0%	*	*	*	*	82%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	32	745	726	745	*	*	*	*	*	38%	45%
Male	35	755	725	742	*	*	*	*	*	66%	42%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	724	753	*	*	*	*	*	*	56%
Students with Disabilities	11	716	706	717	*	*	0%	*	*	18%	13%
Students without Disabilities	56	757	730	748	*	*	34%	*	*	59%	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

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	66	735	727	743	23%	15%	21%	*	*	41%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	35	727	725	732	29%	*	*	*	*	31%	27%
Black or African American	*	*	719	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	20	765	757	767	*	*	*	*	*	80%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	22	735	*	745	*	*	*	*	*	45%	45%
Male	44	735	*	741	*	*	*	*	*	39%	42%
Economically Disadvantaged Students	*	*	727	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	725	751	*	*	*	*	*	*	55%
Students with Disabilities	11	712	708	717	*	*	*	*	*	18%	12%
Students without Disabilities	55	740	731	748	*	*	*	*	*	45%	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

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	33	726	714	728	*	*	39%	*	*	15%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	24	717	715	722	*	*	*	*	*	*	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	15	724	714	731	*	*	*	*	*	13%	31%
Male	18	728	713	725	*	*	*	*	*	17%	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	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

RICHMOND AVENUE SCHOOL
(01-0110-120)
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	22	773	723	746	0%	0%	*	*	*	86%	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	774	748	779	0%	0%	*	*	*	81%	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	22	773	730	752	0%	0%	*	*	*	86%	52%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	22	773	*	749	0%	0%	*	*	*	86%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

RICHMOND AVENUE SCHOOL
(01-0110-120)
Grades Offered: PK-08
2017-2018

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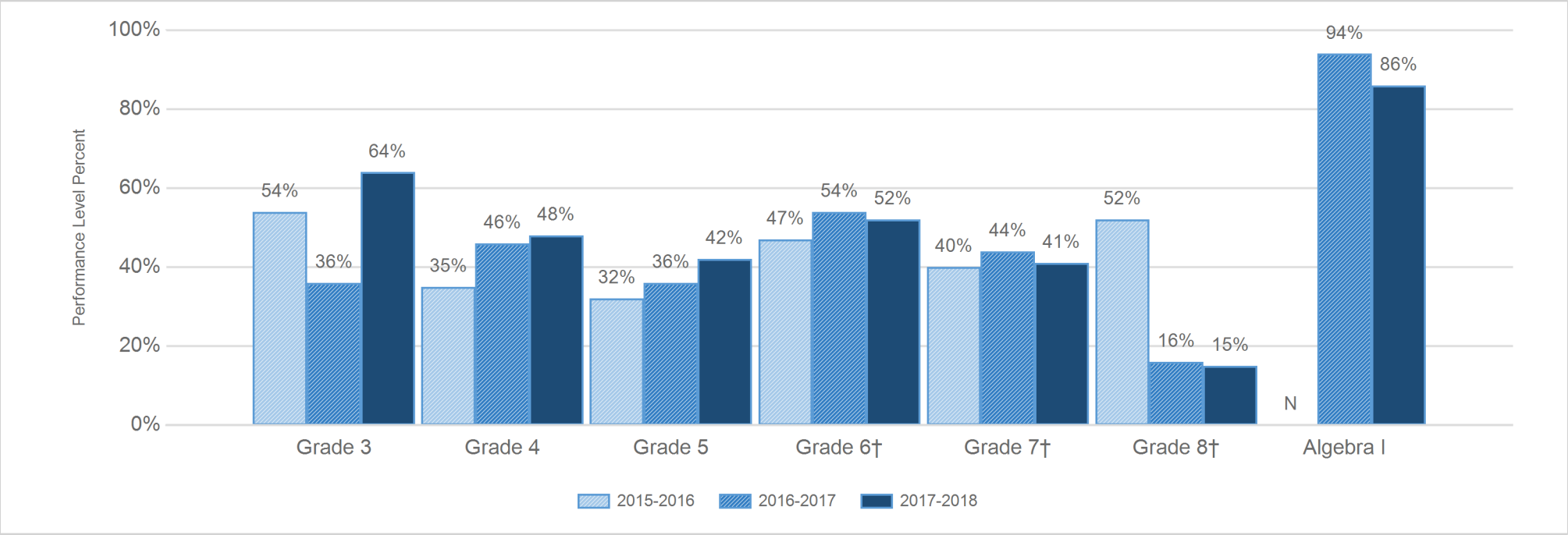
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

RICHMOND AVENUE SCHOOL
(01-0110-120)
Grades Offered: PK-08
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	N	N
7	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	56.2%	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	62	*	*
3-4	90	88.9%	11.1%
5 or more	30	60.0%	40.0%

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	74
7	0	0	63
8	24	0	49
Total	24	0	186

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	66
7	0	0	0	0	0	0	63
8	0	0	0	0	0	0	73
Total	0	0	0	0	0	0	202

NJ SCHOOL PERFORMANCE REPORT

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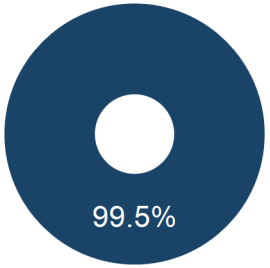
Visual and Performing Arts – Course Participation

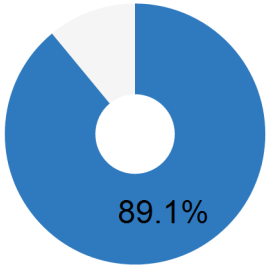
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

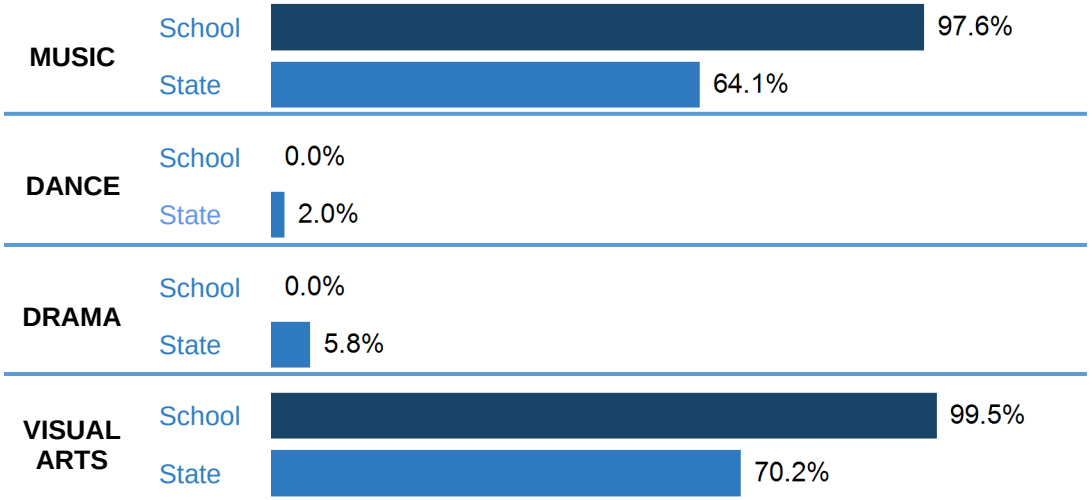


School



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.

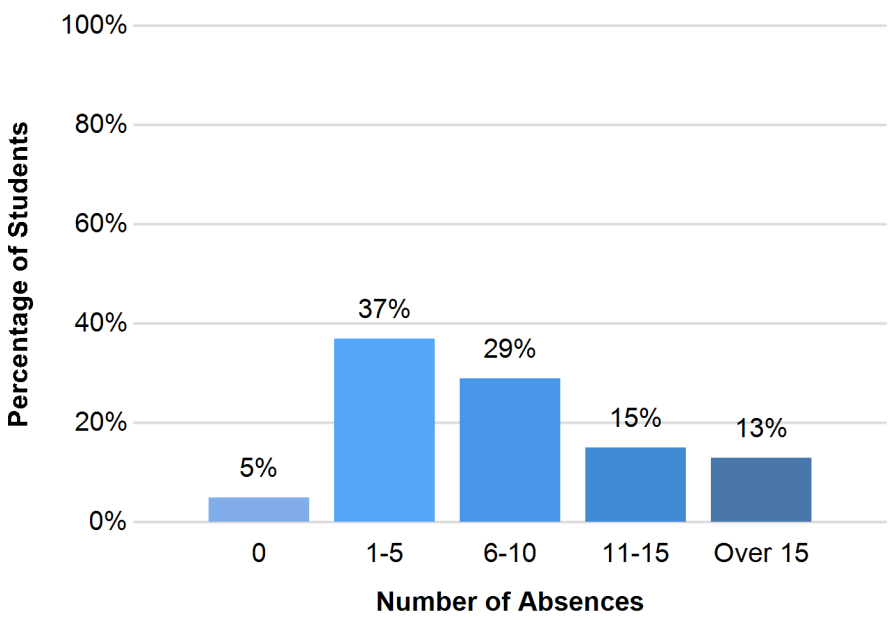
Chronic Absenteeism

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	54	8.5	9.1	Met
White	3	17.6	**	**
Hispanic	30	9.2	9.1	Not Met
Black or African American	11	12.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	7	3.5	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	51	8.6	9.1	Met
Students with Disabilities	10	13.5	9.1	Not Met
English Learners	12	6.6	9.1	Met

Days Absent

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



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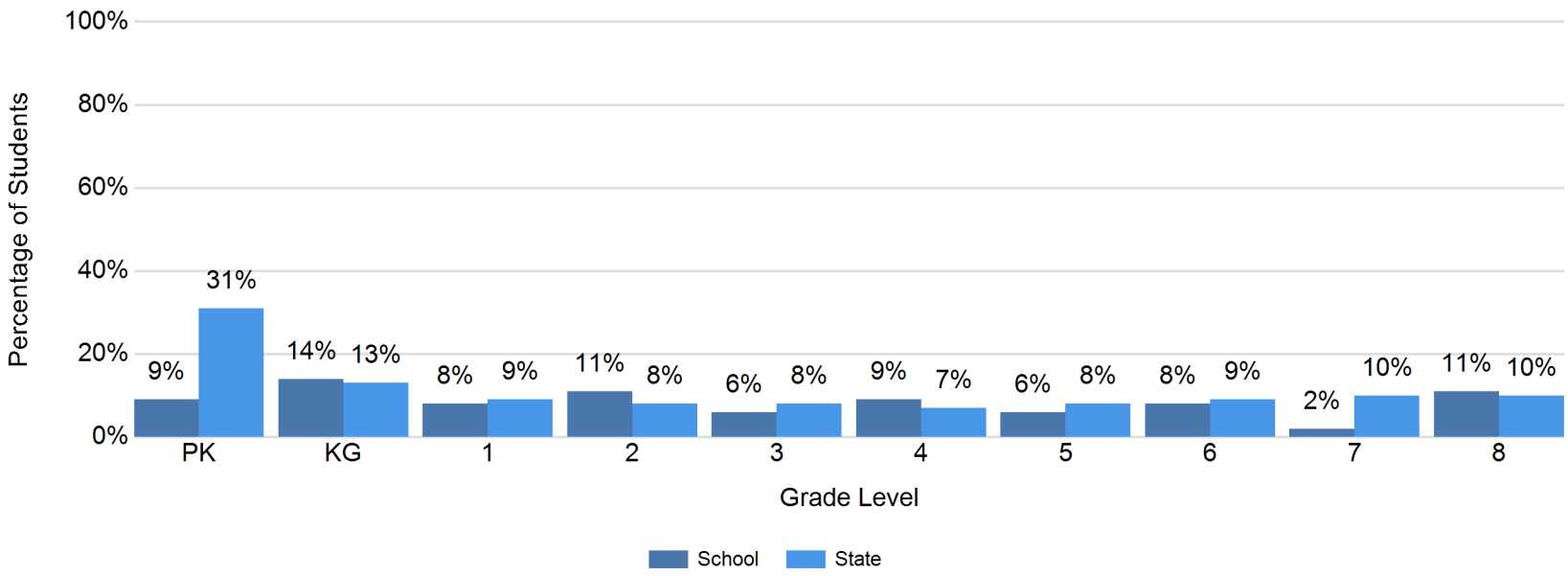
Chronic Absenteeism by Grade

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



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Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.43

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,412	$16,669	$18,081

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	63	117,464
Average years experience in public schools	12.9	12.0
Average years experience in district	12.8	10.7
Teachers in district for 4 or more years	87.1%	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	348:1	224:1
Teachers to Administrators	32:1	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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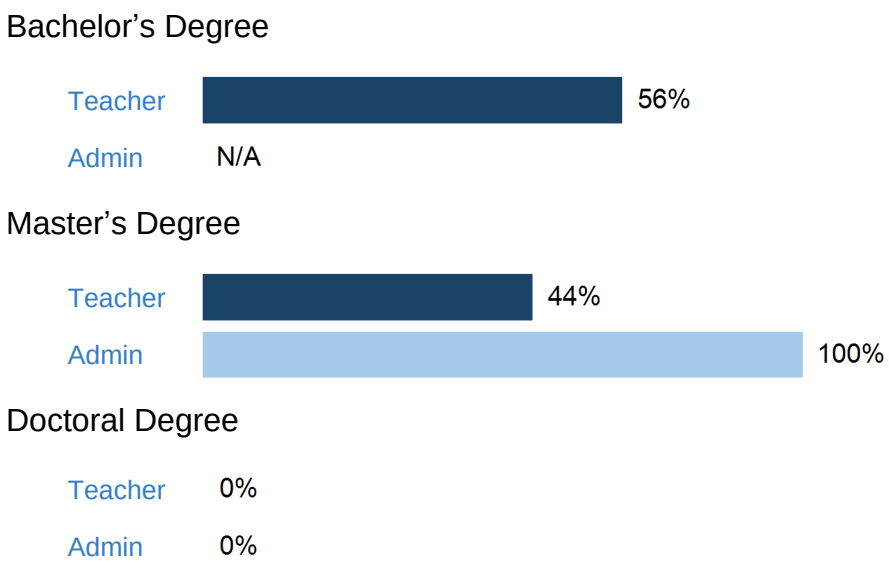
Teachers and Administrators - Level of Education

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	96.9%

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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	74.6%	100.0%
Male	25.4%	0.0%
White	66.7%	0.0%
Hispanic	7.9%	0.0%
Black or African American	20.6%	100.0%
Asian	3.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.6%	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	50.95	15.0%
Mathematics Proficiency	56.52	15.0%
English Language Arts Growth	49.47	20.0%
Mathematics Growth	38.64	20.0%
Progress Towards English Language Proficiency (coming 2018)	55.32	20.0%
Chronic Absenteeism	44.96	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	49.30	n/a
Summative Rating: Percentile rank of Summative Score	48.05	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	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	39.63	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	43.72	14.08	No	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	51.63	14.08	No	Met Goal	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	71.07	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	53.29	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	61.76	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

RICHMOND AVENUE SCHOOL
(01-0110-120)
Grades Offered: PK-08
2017-2018

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† 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:	• Parent Resource Center Workshops and Activities:Encourages and supports the Home-to-School Connection. Workshops provide parents with local resources as well as educational support. • Richmond Avenue School was awarded a competitive grant to implement Citizens Science Model Classroom designed with the intention to transform science students into student scientists. • Attendance Matters:Richmond Avenue School has proudly led the Atlantic City School district with its highest achieved attendance rate. Students with perfect attendance are recognized.
Mission, Vision, Theme:	The vision for the Richmond Avenue School is to ensure that all students receive a quality education within a safe environment. It is our expectation that every child will grow academically, mentally, and socially to the best of their individual ability. It is our belief that with the commitment from our students, staff, families, and community, we can promote a positive school experience for all. The mission of Richmond Avenue School is to promote the development of all students academically, physically and emotionally. We are preparing students to be able to function and compete in the Twenty-First Century. Our diverse environment promotes a positive respect for our student body and community. Students will demonstrate respect for others, maintain good citizenship, and strive for EXCELLENCE. The Richmond Avenue School theme T.E.A.M.S. Taking Every Advantage to Meet Success.
Awards, Recognition, Accomplishments:	2018 District Battle of the Books First Place Winners/Richmond Avenue School was awarded with a 4-star banner for their high-quality preschool program based on the Grow NJ Kids Grant expectations/ Buddy Bison Kids to Park Program/ Clean Communities/ Substainable Gardening Grant/Tanger Outlet Grants/OceanFirst Grant recipient of $10,000.

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Courses, Curriculum, Instruction:	The diverse learning community at Richmond Avenue School takes pride in the reciprocity of teaching and learning. This year, Richmond Avenue School continued to narrow the achievment gap on the yearly standardized PARCC assessment in grades 3rd thru 8th. Richmond Avenue School's Algebra group surpassed both District and State expectations. Academically, Richmond Avenue School provides interventions; i.e. Reading Recovery, Level Literacy Instruction, System 44, and READ 180 to students in 1st-8th grades.
Sports and Athletics:	Sports Offered: Basketball (Coed), Soccer (Coed)
Clubs and Activities:	After-School Clubs provided at Richmond Avenue School include: Yearbook, Eighth Grade Community Service Projects, Before and After-School Exercise Club, Art Club, School Newsletter, Safety Patrol, Junior National Honor Society. Partnership with Stockton University City Division to provide instruction and equipment for the Hooked on Fishing club. Saturday school provides students an opportunity to participate in Visual & Performing Arts and STEM programs. In addition, our preschoolers have the opportunity to attend before and after school academic programs.

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Before and After School Programs:	Morning Activity: Early Childhood Before-Care. After-School: To improve student academic skills both in Language Arts Literacy and Mathematics the Atlantic City Public Schools Early Childhood, Title I and Title III offer After-School. In addition, students have the opportunity to attend the yoga program after school. "Extended Learning Academy" Saturday Saturday Activity: STEM and VPA
Staff and Professional Learning:	Building Literacy Coaching. PLC's support District Curriculum. After-School Professional Development. Faculty Meetings. Grade Level Meetings. Richmond Avenue School school-based Google Classroom. Digital Implementation Team.

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Student Supports and Services:	ELL: Supports Language Acquisition, Reading/Writing Skills, Transitioning from Native Language to English, Scaffolding class instruction for struggling students: Read 180 through the use of 21th Century materials and software increases student adolescent literacy via rigorous reading and writing instruction builds student confidence with grade level material.The ESL program incorporates the NJSLS as well as the WIDA English language proficiency standards so that students are learning and language and content simultaneously.
Student Health and Wellness:	The Health and Wellness committee advocates and provides health related resources for both student and staff. Richmond Avenue School paticipates in the Farm to Table Program. AtlantiCare and other local chefs visit the school to provide staff and students with demonstrations of various healthy foods for them to try at school and make at home. In addition, we support the school's mission to provide healthy snacks through our "Healthy Snack" program for students and staff.
Parent and Community Involvement:	Richmond Avenue School utilizes Living Tree, a secure social network, that connects the school, community, parents, and teachers. In addition, daily-weekly announcements/texts are sent through ConnectED. PAC: Parent Advisory Committee/ Back to School Night/ Parent:Teacher Conferences/ Parent Resource Center/Parent Portal/ Parent:Student After-School Events/Healthy U.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Survey data is used to support/highlight the creation of a favorable learning environment. The data is used to improve student relationships, learning conditions, and the school'soverall environment. Staff feels the school/curriculum meets their expectations for student educational goals (94%), Teachers satisfied with student saftey (99%), Students and Staff show respect to each other's differences (88%).
Facilities:	Richmond Avenue School is a six year young building with a state of the art Media Center, Art Room, Science Labs for Middle School [grades 6th thru 8th] and Gymnasium. It also houses two computer labs one MAC and one PC. Richmond Avenue School is equipped with basketball courts, children's playground equipment and a preschool area on its outdoor playground. In addition, the school is equipped with an announcement system that permits the administration to communicate with staff and students outside the building. Richmond Avenue School has a fully functional loading dock which enables deliveries to be dropped off at its appropriate location; i.e. food service, building equipment, supplies, etc.
School Safety:	Richmond Avenue School holds monthly drills. Escape routes have been developed and are posted.Teachers and students are aware of the procedures and follow the procedures per the demands of the drill. Support personnel assist with Preschool, Kindergarten and First grade students to provide additional safety while moving throughout the building. Richmond Avenue School is housed with a camera system which provides survellience in and out of the building. Security officers are strategically housed on every floor of the building to provide security.

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Technology and STEM:	The Richmond Avenue School supplies its students with a large array of digital resources that can support student learning both within and beyond the walls of the classroom anytime of the day or night. They include, BrainPOP, BrainPOP Español, BrainPOP Jr, BrainPOP ELL, Compass Learning Odyssey, edConnect NJ, Fraction Nation, iRead, Pearson Successnet, Readworks, System 44, Britannica School, DestinyQuest, Epic! Reading, Learning.com, PowerSchool, Discovery Education, FASTT MATH, NBC Learn and READ 180. Richmond Avenue has a Media Center featuring 17,000 titles and twelve Internet connected research stations.
Early Childhood Education:	Richmond Avenue School was awarded with a 4-star banner for their high-quality preschool program based on the Grow NJ Kids Grant expectations. Richmond's Preschool Program scored a 5-star for meeting ECERS-R requirements based on the following indicators: physical environment, personal routines, interactions, interest areas, and program structure. Teachers demonstrate a high-quality level of curriculum implementation with training on Creative Curriculum and GOLD. Parents are informed daily of growth and activities through letters, flyers and informal conversations with teachers. Richmond's Preschool Program continues to celebrate their annual Thanksgiving Feast w/Veterans and parents. Children are given the opportunity to exercise their self-independent skills while enjoying a family-style lunch with their peers and teachers.

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Other Information:	Intervention Programs Available:Reading Recovery/ Reading Recovery is a highly effective short-term intervention of one-one tutoring for low achieving first graders. Individual students receive a 30 minute lesson each school day for 12 to 20 weeks with a specially trained Reading Recovery teacher. The goal of Reading Recovery is to dramatically reduce the number of first grade students who have extreme difficulty learning to read and write. Leveled Literacy Intervention (LLI)/ Leveled Literacy Intervention is a small group, supplementary intervention designed for children who find reading and writing difficult. The LLI systems have been designed to bring children from the earliest Level A (Kindergarten level) to level N, which is about early third grade. These children are the lowest achievers in literacy in their grade level and are not receiving another intervention. Each lesson is comprised of reading, writing and word work. The goal of the intervention is to bring the children to grade level achievement. READ180/ READ180 is an intensive reading intervention program for students who are reading below grade level. The program is designed to meet the needs of older struggling readers by providing individualized instruction through teacher-directed lessons, adaptive software, age-appropriate nonfiction and fiction texts, and data-driven differentiation. System 44 Next Generation/System 44 Next Generation is designed to offer the most challenged readers and their teachers a comprehensive system for mastering the foundational reading skills and moving students toward the independence needed to meet the rigorous expectations of Common Core State Standards. It is research based and provides direct instruction in phonics, decoding, reading, and writing skills, and builds comprehension of increasingly complex text.