NJ SCHOOL PERFORMANCE REPORT

UPTOWN SCHOOL COMPLEX
(01-0110-080)
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

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	ATLANTIC
District	ATLANTIC CITY
Principal Name	MR. ROSE
Address	323 MADISON AVENUE ATLANTIC CITY, NJ 08401-5417
Phone Number	(609)344-8809
Email Address	AROSE@ACBOE.ORG
Website	https://www.acboe.org/upt

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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	57	55	55
KG	54	71	84
1	67	57	68
2	64	65	46
3	54	59	63
4	68	51	61
5	54	59	46
6	64	51	57
7	64	61	46
8	52	72	57
Total	598	601	583

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	48.2%	47.6%	46.5%
Male	51.8%	52.4%	53.5%
Economically Disadvantaged Students	84.1%	97.5%	98.1%
Students with Disabilities	11.4%	12.6%	13.0%
English Learners	4.3%	5.5%	7.0%
Homeless Students		2.3%	2.7%
Students in Foster Care		1.0%	0.5%
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	1.0%	0.8%	0.7%
Hispanic	26.8%	30.1%	33.3%
Black or African American	70.1%	65.6%	62.4%
Asian	1.8%	2.2%	1.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	1.2%	1.5%

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	57	55	55
KG - Half Day	0	0	0
KG - Full Day	54	71	84

Enrollment by Home Language

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

Home Language	% of Students
English	84.0%
Spanish	15.4%
Other Languages	0.5%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	32.5	44	50	Not Met	42	48	50	Met Standard
White	*	57	50	**	*	49	51	**
Hispanic	30.5	43	49	Not Met	43.5	46	48	Met Standard
Black or African American	35	36	44	Not Met	42.5	43	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	57	61	**	*	64	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	67	49	**	*	32	51	**
Economically Disadvantaged	33	44	48	Not Met	42	48	47	Met Standard
Students with Disabilities	30.5	31	41	Not Met	44	45	43	Met Standard
English Learners	30	52	54	Not Met	41	50	51	Met Standard

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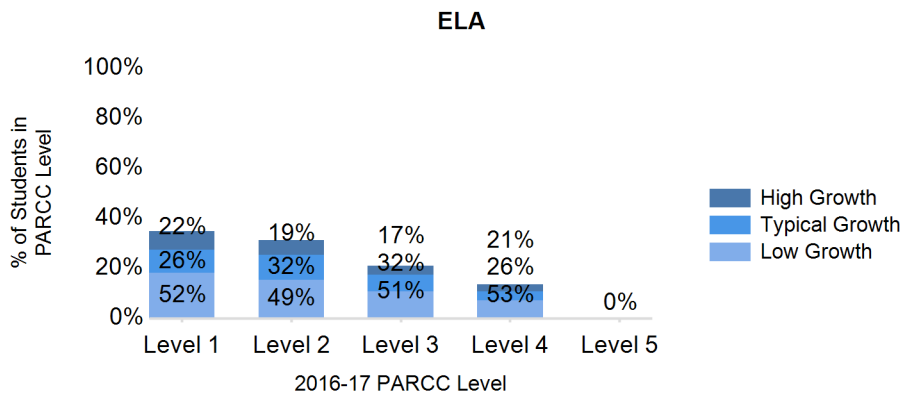
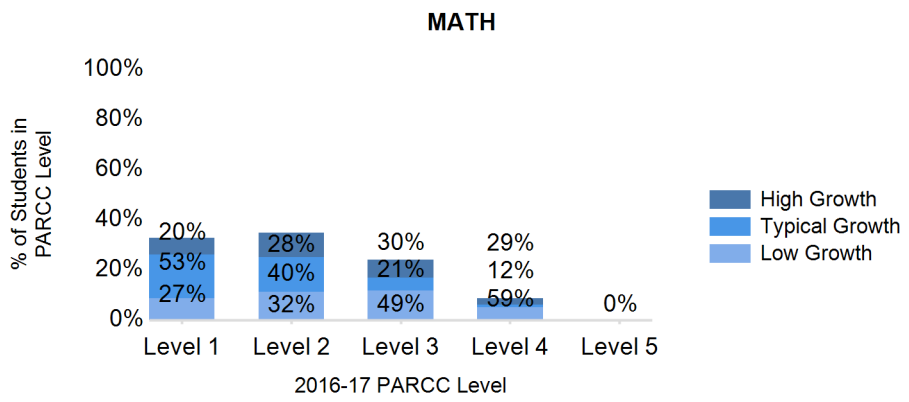
Student Growth by Performance Level

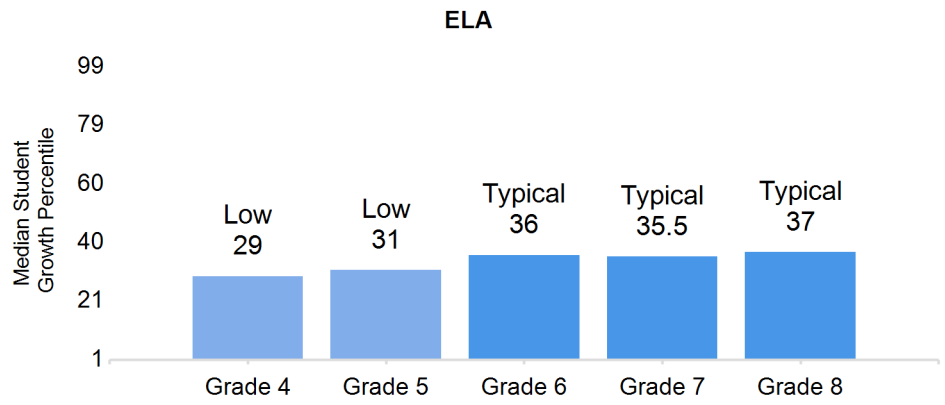
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

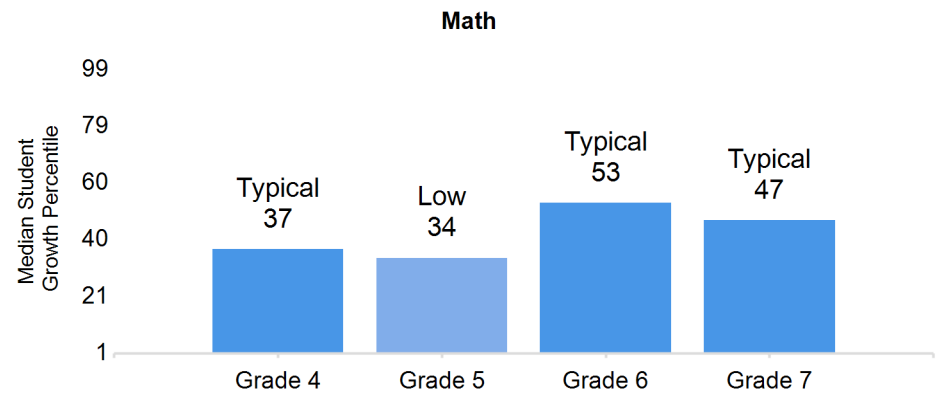




Student Growth by Grade

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	321	99.4	12.8	30.8	56.7	12.8	25.4	Not Met
White	*	*	*	48.4	65.6	*	**	**
Hispanic	86	100.0	*	*	42.5	*	24.9	Not Met
Black or African American	223	99.2	12.5	16.6	37.3	12.5	23.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.8	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	146	99.3	*	*	64.5	*		
Male	175	99.5	*	*	49.4	*		
Economically Disadvantaged Students	*	*	*	29.4	38.5	*	25.1	Not Met
Non-Economically Disadvantaged Students	*	*	*	47.5	67.5	*		
Students with Disabilities	66	100.0	*	*	21.6	*	12.4	Not Met
Students without Disabilities	255	99.3	*	*	63.9	*		
English Learners	34	100.0	*	28.1	27.3	*	19.2	Not Met
Non-English Learners	287	99.3	*	31.7	59.4	*		
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	62	706	729	750	50%	21%	16%	*	*	13%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	14	697	727	736	*	*	*	*	*	*	38%
Black or African American	44	706	716	733	48%	23%	*	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	742	758	*	*	*	*	*	*	58%
Female	27	718	737	756	*	*	*	*	*	*	57%
Male	35	696	722	744	*	*	*	*	*	*	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	*	*	715	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	734	753	*	*	*	*	*	*	55%
Homeless Students	*	*	720	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	60	705	729	756	*	*	*	*	*	*	58%
White	N	N	743	764	N	N	N	N	N	N	68%
Hispanic	21	705	727	744	*	*	*	*	*	*	44%
Black or African American	39	704	718	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	29	708	732	762	*	*	*	*	*	*	63%
Male	31	701	725	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	729	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	736	767	*	*	*	*	*	*	70%
Students with Disabilities	13	690	698	726	*	*	*	*	*	*	25%
Students without Disabilities	47	709	735	762	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	732	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	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	44	713	730	755	*	*	*	*	*	*	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	*	*	728	743	*	*	*	*	*	*	43%
Black or African American	33	710	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	23	718	736	762	*	*	*	*	*	*	66%
Male	21	708	723	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	44	713	729	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	N	N	759	766	N	N	N	N	N	N	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	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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	57	717	733	754	30%	32%	25%	*	*	14%	56%
White	N	N	732	761	N	N	N	N	N	N	66%
Hispanic	*	*	729	742	*	*	*	*	*	*	42%
Black or African American	41	715	723	737	27%	39%	24%	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	758	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	27	724	739	761	*	*	*	*	*	19%	64%
Male	30	711	726	748	*	*	*	*	*	10%	48%
Economically Disadvantaged Students	*	*	733	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	739	764	*	*	*	*	*	*	68%
Students with Disabilities	15	698	705	723	*	*	*	*	*	*	18%
Students without Disabilities	42	724	739	760	*	*	*	*	*	*	63%
English Learners	*	*	712	712	*	*	*	*	*	*	*
Non-English Learners	*	*	734	755	*	*	*	*	*	*	*
Homeless Students	*	*	717	729	*	*	*	*	*	*	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	46	715	733	760	30%	22%	33%	*	*	15%	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	13	708	732	746	*	*	*	*	*	*	49%
Black or African American	31	718	720	740	*	*	35%	*	*	16%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	18	720	*	769	*	*	*	*	*	22%	72%
Male	28	713	*	752	*	*	*	*	*	11%	54%
Economically Disadvantaged Students	46	715	733	742	30%	22%	33%	*	*	15%	44%
Non-Economically Disadvantaged Students	N	N	730	771	N	N	N	N	N	N	73%
Students with Disabilities	*	*	698	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	739	768	*	*	*	*	*	*	71%
English Learners	*	*	698	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	735	762	*	*	*	*	*	*	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

UPTOWN SCHOOL COMPLEX
(01-0110-080)
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	64	718	736	759	34%	27%	17%	22%	0%	22%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	16	703	729	744	63%	*	*	*	*	13%	45%
Black or African American	46	720	726	739	26%	33%	*	*	*	22%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	24	728	744	768	*	*	*	*	*	33%	69%
Male	40	711	729	751	*	*	*	*	*	15%	52%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	756	769	*	*	*	*	*	*	71%
Students with Disabilities	15	694	699	719	*	*	*	*	*	*	19%
Students without Disabilities	49	725	743	766	*	*	*	*	*	*	68%
English Learners	*	*	696	703	*	*	*	*	*	*	*
Non-English Learners	*	*	739	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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

UPTOWN SCHOOL COMPLEX
(01-0110-080)
Grades Offered: PK-08
2017-2018

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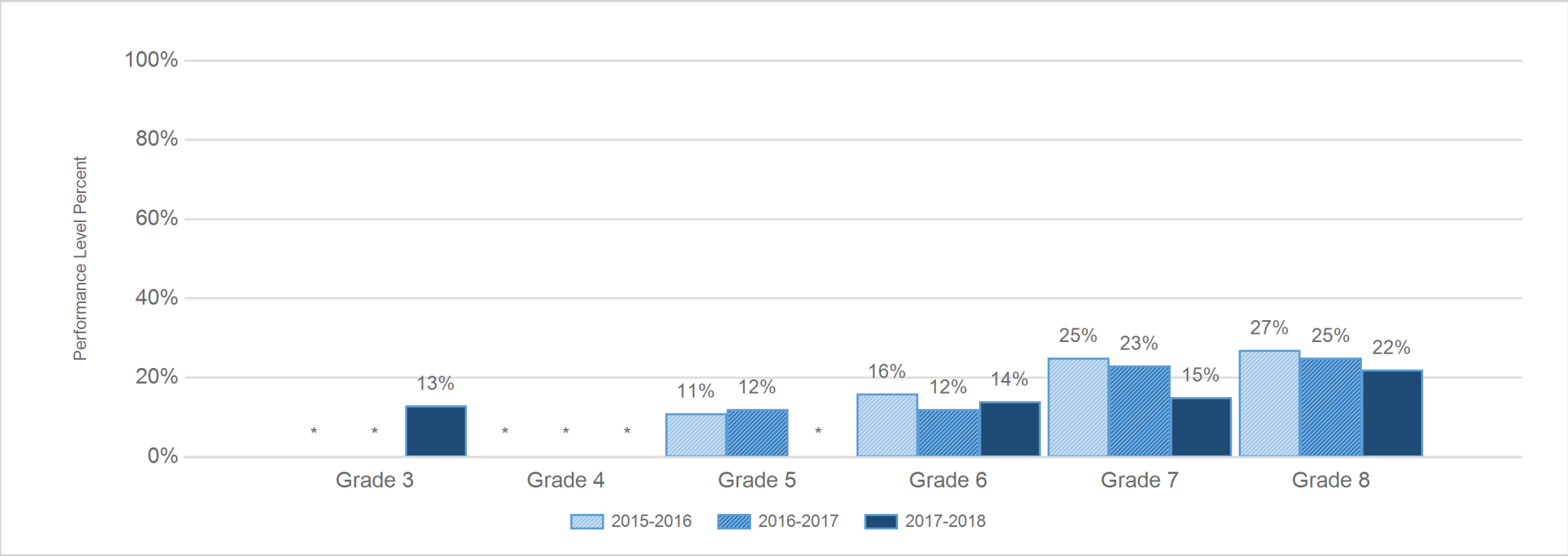
English Language Arts/Literacy Assessment - Performance Trends

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

UPTOWN SCHOOL COMPLEX
(01-0110-080)
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	322	99.7	*	22.6	45.0	*	17.8	Not Met
White	*	*	*	24.7	54.1	*	**	**
Hispanic	86	100.0	*	18.9	29.2	*	17.1	Not Met
Black or African American	224	99.6	*	*	23.4	*	15.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	58.2	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	34.4	53.0	*	**	**
Female	146	99.3	*	22.5	46.0	*		
Male	176	100.0	*	22.7	43.9	*		
Economically Disadvantaged Students	*	*	*	21.9	26.6	*	17.3	Not Met
Non-Economically Disadvantaged Students	*	*	*	33.1	55.9	*		
Students with Disabilities	66	100.0	*	*	17.1	*	9.4	Not Met
Students without Disabilities	256	99.6	*	*	50.5	*		
English Learners	34	100.0	*	24.8	24.6	*	19.2	Not Met
Non-English Learners	288	99.7	*	21.7	46.9	*		
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

UPTOWN SCHOOL COMPLEX
(01-0110-080)
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	63	710	730	752	*	*	*	*	*	*	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	14	707	728	739	*	*	*	*	*	*	38%
Black or African American	45	710	720	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	738	757	*	*	*	*	*	*	59%
Female	27	720	734	752	*	*	*	*	*	*	53%
Male	36	703	726	751	*	*	*	*	*	*	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	*	*	719	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	734	754	*	*	*	*	*	*	56%
Homeless Students	*	*	734	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

UPTOWN SCHOOL COMPLEX
(01-0110-080)
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	60	706	724	748	*	*	*	*	*	*	49%
White	N	N	739	755	N	N	N	N	N	N	60%
Hispanic	21	711	721	737	*	*	*	*	*	*	34%
Black or African American	39	704	714	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	29	707	723	748	*	*	*	*	*	*	50%
Male	31	705	726	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	724	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	723	758	*	*	*	*	*	*	62%
Students with Disabilities	13	693	706	725	*	*	*	*	*	*	22%
Students without Disabilities	47	710	727	753	*	*	*	*	*	*	55%
English Learners	*	*	714	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	727	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	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

UPTOWN SCHOOL COMPLEX
(01-0110-080)
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	44	713	728	748	*	*	*	*	*	*	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	*	*	725	736	*	*	*	*	*	*	32%
Black or African American	33	711	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	23	711	729	749	*	*	*	*	*	*	50%
Male	21	716	727	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	44	713	727	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	N	N	746	758	N	N	N	N	N	N	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	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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

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(01-0110-080)
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	57	715	726	744	*	*	*	*	*	*	44%
White	N	N	733	751	N	N	N	N	N	N	54%
Hispanic	*	*	723	731	*	*	*	*	*	*	27%
Black or African American	41	714	713	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	27	716	726	745	*	*	*	*	*	*	45%
Male	30	714	725	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	726	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	724	753	*	*	*	*	*	*	56%
Students with Disabilities	15	700	706	717	*	*	*	*	*	*	13%
Students without Disabilities	42	721	730	748	*	*	*	*	*	*	49%
English Learners	*	*	711	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	*	*	717	718	*	*	*	*	*	*	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

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(01-0110-080)
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	46	725	727	743	*	35%	33%	*	*	13%	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	13	723	725	732	*	*	*	*	*	*	27%
Black or African American	31	725	719	727	*	32%	32%	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	18	721	*	745	*	*	*	*	*	11%	45%
Male	28	727	*	741	*	*	*	*	*	14%	42%
Economically Disadvantaged Students	46	725	727	730	*	35%	33%	*	*	13%	24%
Non-Economically Disadvantaged Students	N	N	725	751	N	N	N	N	N	N	55%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	731	748	*	*	*	*	*	*	50%
English Learners	*	*	711	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	744	*	*	*	*	*	*	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

UPTOWN SCHOOL COMPLEX
(01-0110-080)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	702	714	728	*	*	*	*	*	*	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	16	691	715	722	*	*	*	*	*	*	22%
Black or African American	45	704	704	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	23	707	714	731	*	*	*	*	*	*	31%
Male	40	699	713	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	*	*	713	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	730	735	*	*	*	*	*	*	35%
Students with Disabilities	15	684	692	705	*	*	*	*	*	*	*
Students without Disabilities	48	708	719	735	*	*	*	*	*	*	*
English Learners	*	*	700	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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

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(01-0110-080)
Grades Offered: PK-08
2017-2018

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N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows both overall and by student group the number of valid test scores and a summary of performance including mean scale scores, percentages of students scoring in each performance level, and the percentage of students that met or exceeded expectations (Level 4 or 5).

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	723	746	*	*	*	*	*	*	46%
White	N	N	731	755	N	N	N	N	N	N	57%
Hispanic	N	N	717	730	N	N	N	N	N	N	27%
Black or African American	*	*	712	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	748	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	726	748	*	*	*	*	*	*	48%
Male	N	N	721	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	*	*	723	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	N	N	728	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	730	752	*	*	*	*	*	*	52%
English Learners	N	N	706	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
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

UPTOWN SCHOOL COMPLEX
(01-0110-080)
Grades Offered: PK-08
2017-2018

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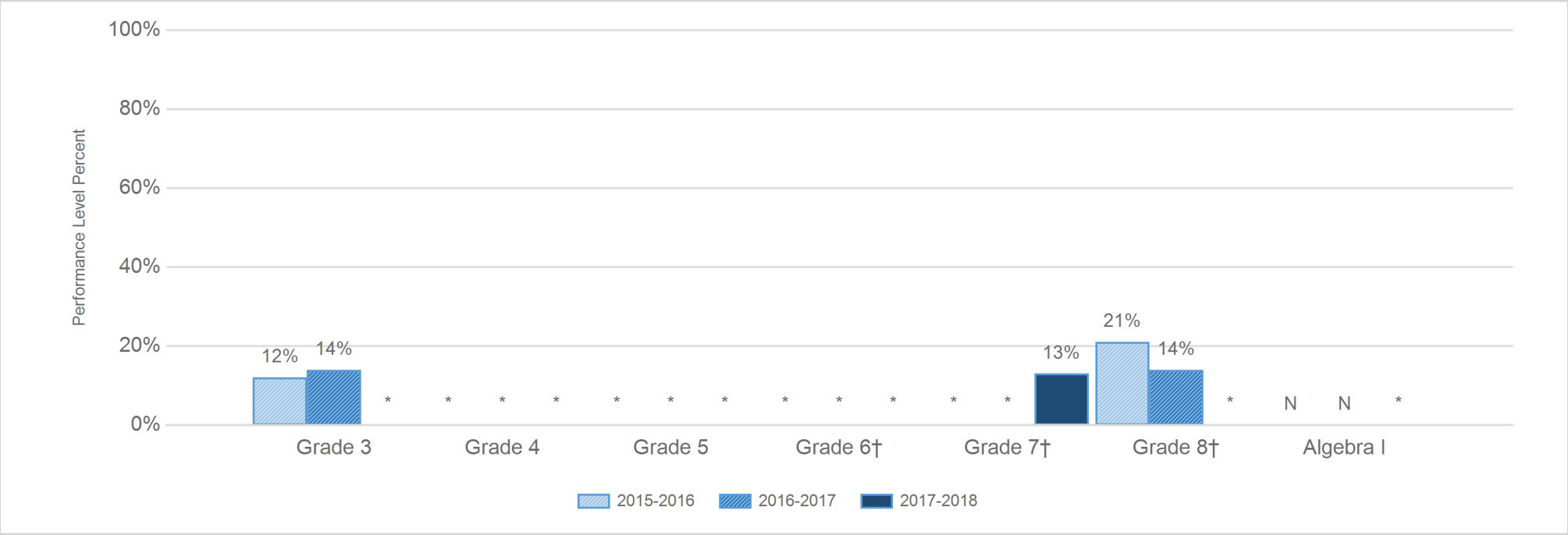
Mathematics Assessment – Performance Trends

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.

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

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	28.6%	46.8%	Not Met

† 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	19	*	*
3-4	16	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	57
7	0	0	46
8	0	0	57
Total	0	0	160

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	54
7	0	0	0	0	0	0	46
8	0	0	0	0	0	0	56
Total	0	0	0	0	0	0	156

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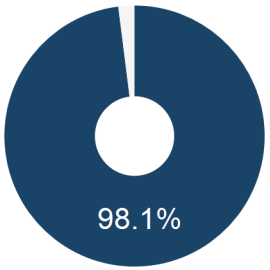
Visual and Performing Arts – Course Participation

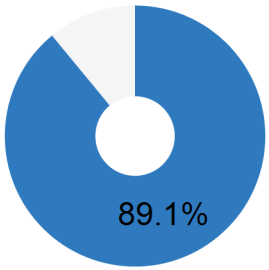
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

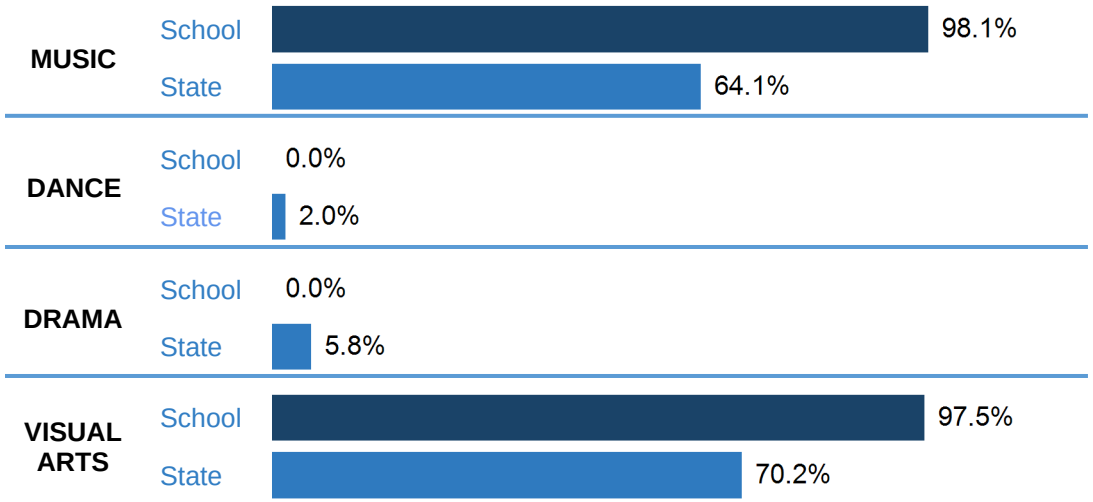


School



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.

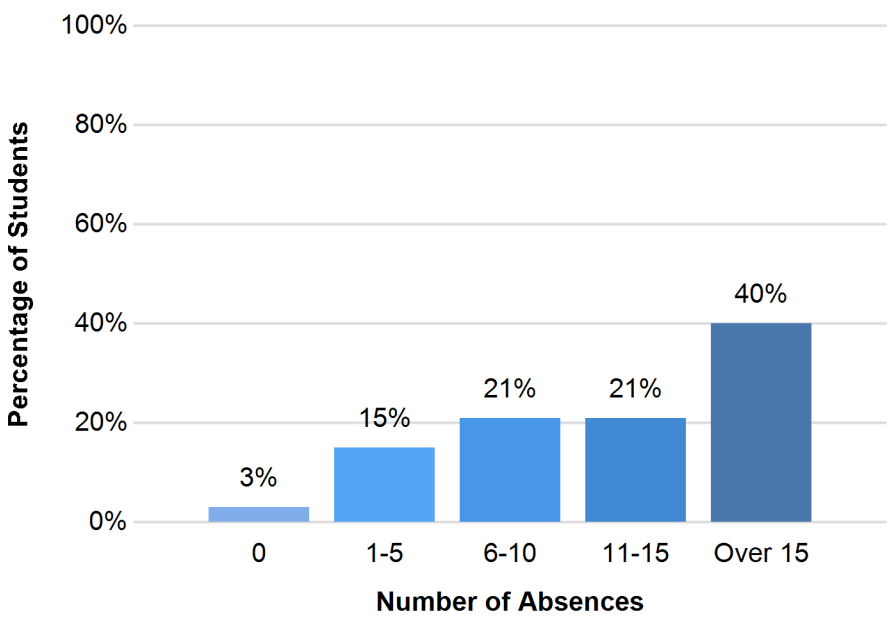
Chronic Absenteeism

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	186	35.0	9.1	Not Met
White	*	*	**	**
Hispanic	64	37.2	9.1	Not Met
Black or African American	111	32.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	7	58.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	185	35.2	9.1	Not Met
Students with Disabilities	37	44.6	9.1	Not Met
English Learners	9	22.0	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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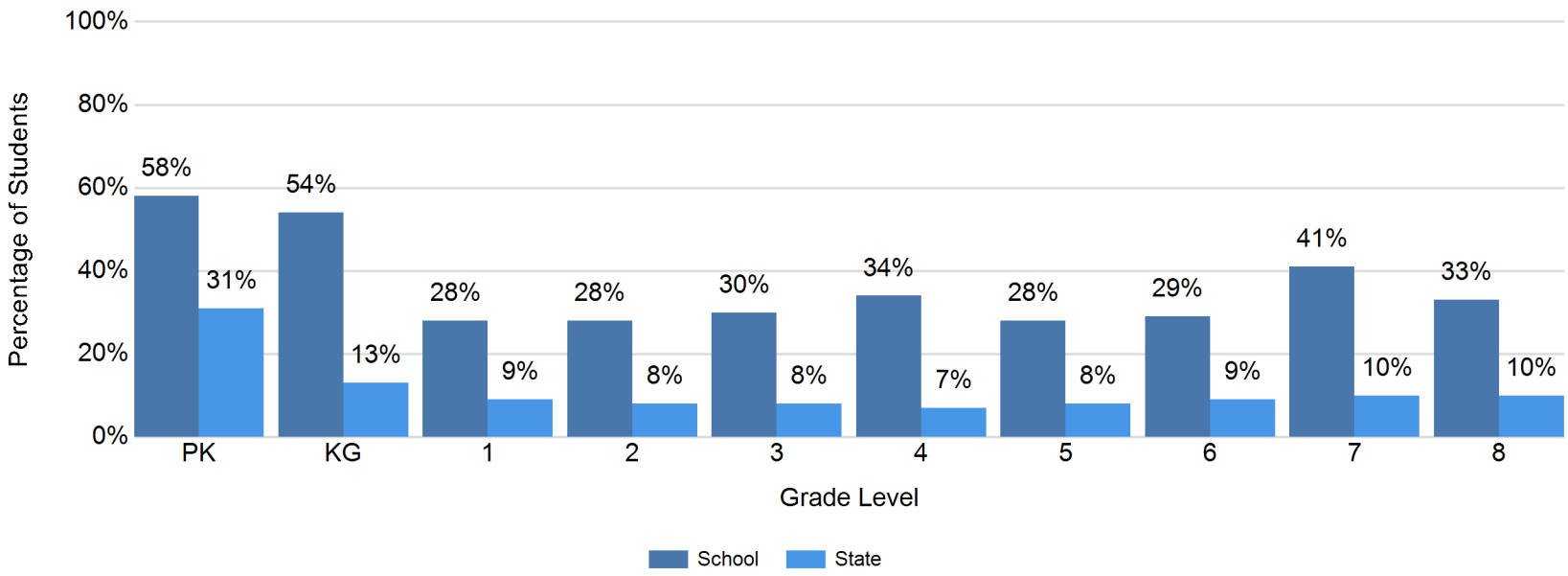
Chronic Absenteeism by Grade

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	18
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.77

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	1	1
No Identified Nature	10		10

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	22	3.8%
Out-of-School Suspensions	*	*
Any Suspension	23	3.9%
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
26

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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	60	117,464
Average years experience in public schools	11.2	12.0
Average years experience in district	10.7	10.7
Teachers in district for 4 or more years	80.0%	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	292:1	224:1
Teachers to Administrators	30:1	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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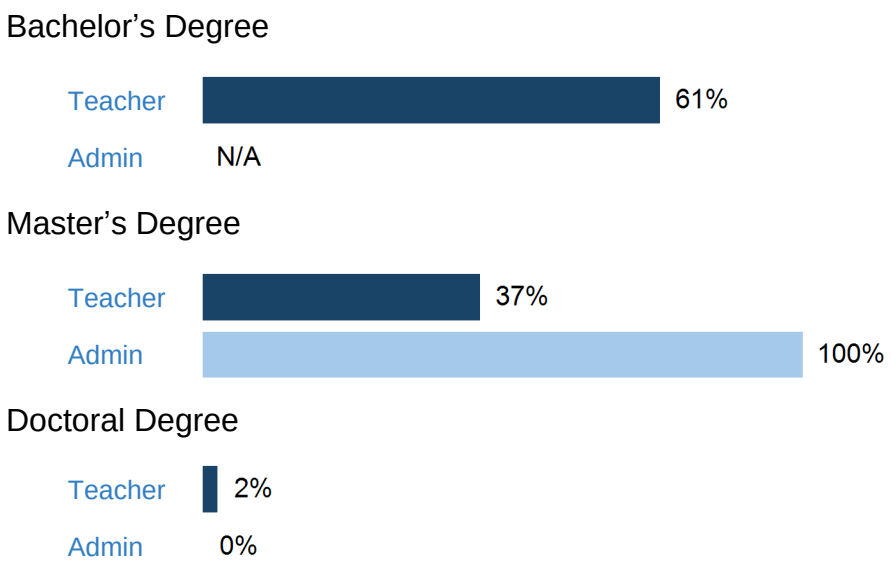
Teachers and Administrators - Level of Education

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	96.1%

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Teachers and Administrators – Demographics

This table shows the percentage of teachers and administrators by gender and by racial and ethnic group.

Category	Teachers	Administrators
Female	75.0%	50.0%
Male	25.0%	50.0%
White	61.7%	0.0%
Hispanic	1.7%	0.0%
Black or African American	33.3%	100.0%
Asian	1.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	1.7%	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
Yes	Yes	No

Targeted Status

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

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

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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	1.18	15.0%
Mathematics Proficiency	1.54	15.0%
English Language Arts Growth	4.62	20.0%
Mathematics Growth	25.40	20.0%
Progress Towards English Language Proficiency (coming 2018)	6.38	20.0%
Chronic Absenteeism	1.32	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	7.82	n/a
Summative Rating: Percentile rank of Summative Score	1.42	n/a
Requires Comprehensive Support: Summative Score is in the bottom 5th percentile	Yes	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	Yes	Not Met	Not Met	Not Met	Met Standard	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	9.45	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	20.13	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	11.76	14.08	Yes	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	18.39	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	7.99	14.08	Yes	Not Met	Not Met	Not Met	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).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Before and After School Programs - Title I Before and After School Programs are offered Mon-Friday. • Courses, Curriculum, Instruction - District units of study are utilized to integrate standards. • Parent and Community Involvement-Parent Resource Center provides resources through workshops and trainings.
Mission, Vision, Theme:	Mission: To foster a healthy learning environment devoted to shared leadership, parental and community involvement, and academic excellence. We are committed to maximizing student achievement through fidelity, rigor, and efficacy in order to produce success. Theme: Make It Matter; Unique: Our school is unique in that it houses a pool, ballet studio, and a cafeteria that is utilized for community events.
Awards, Recognition, Accomplishments:	Our school recognizes our students for: Attendance, Report Card Success, Academic Growth, and Character Education. We also recognize our staff for: Teacher of the year, Educational Service Professional of the Year and attendance. In addition, 100 percent of the staff at Uptown School Complex are highly qualified with many having advanced degrees.

NJ SCHOOL PERFORMANCE REPORT

UPTOWN SCHOOL COMPLEX
(01-0110-080)
Grades Offered: PK-08
2017-2018

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Courses, Curriculum, Instruction:	Curriculum: Determined by New Jersey Student Learning Standards; district-wide units of study utilized to implement curriculum and integrate standards. Highlighted Courses: Language Word Study, Reading Workshop, Writing Workshop, Math, Social Studies, Science, and Specials (World Language, Health, Art, Music, Physical Education). Gifted & Talented and Algebra 1 programs for advanced students. Textbooks: Math- Pearson (eBook), Social Studies- Horizons.
Clubs and Activities:	The following clubs offered are: Morning Fitness and Meditation, Young Ladies of Distinction, Young Men of Distinction. Competitions include: School-wide Spelling Bee, District-wide Oratorical Contest, Battle of the Books, and Science Fair.

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Before and After School Programs:	Title I Before and After School Programs offered are as follows: Morning Enrichment (T.V. Broadcasting, Yoga, Mock Trial), STEM, Visual and Performing Arts (VPA), and After School Academy for students ages 3 to 14. Additionally, After-School Recreational Program is offered through Police Athletic League (PAL).
Staff and Professional Learning:	Staff professional learning includes PLC's, and initial and ongoing literacy training in order to develop instructional design, unit development, and data collection and analysis. In addition, Digital Implementation Specialists build staff capacity for digital learning to move towards becoming a Future Ready School.

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Student Supports and Services:	Student Supports & Services offered are as follows: ESL services for all English Language Learners; Special Education: In-Class support and Self-Contained teachers; BSI instructors service all grade levels to support students that are struggling; Intervention programs for students struggling in ELA; Responsible Thinking Classes for students struggling in academic settings; Full-time on-site nurse
Student Health and Wellness:	Yoga Program for grades K-8. Breakfast program offered to all students regardless of income. Dinner program offered to all students who participate in the After-School program. Physical Education classes and recess for all students from grades PreK-8.
Parent and Community Involvement:	Parent Resource Center-provides resources through workshops and trainings. Parent Advisory Committee-bring parents and staff together to accomplish goals to benefit the children's needs and build relations in the community. Activities: Holiday Food Drives; Clothing Drives. Parents access Living Tree and PowerSchool (which provides detailed student academic and attendance records). Mentoring program for at-risk males. Local collaboration with Fire and Police (e.g. coat drive).

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Survey: The annual School Satisfaction survey measures the following dimensions: Collaboration, Environment, Expectations, Instruction, Involvement, Leadership, and Order, and is communicated via a staff meeting. The School Climate Survey results indicated that the highest levels of agreement were: Student Safety and Security: 98.5% staff ranked Very Important 60.87% staff ranked Somewhat/VeryEffective; Student Discipline: 93.75% ranked Very Important 47.92% Somewhat/Very Dissatisfied; Student Social and Emotional Support: 87.5% ranked Very Important 46.25% ranked Somewhat/Very Dissatisfied.

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Other Information:	Other Information includes: School Day Structure: The school day PreK-8 structure is block scheduling determined by subject. School Safety Information: Yearly New Jersey state-mandated safety drills are practiced (i.e. Shelter in Place, Bomb Threat (Evacuation), Active Shooter (Lock down), Test Communication System ("This is only a test of the communication system"). Technology: hardware (Chromebooks, Desktop Computers, Leapfrog Pad) software (Compass Learning, Reading Inventory, Brain Pop). Committed to becoming a 1:1 school. Communications: School to home communication includes phone, written notices, and website postings. School uniform policy: Enforced.