NJ SCHOOL PERFORMANCE REPORT

SCHOOL #4
(03-0890-060)
Grades Offered: KG-06
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	BERGEN
District	CLIFFSIDE PARK BORO
Principal Name	JACLYN ROUSSOS
Address	279 COLUMBIA AVENUE CLIFFSIDE PARK, NJ 07010
Phone Number	(201)313-2340
Email Address	JROUSSOS@CLIFFSIDEPARK.EDU
Website	http://www.cliffsidepark.edu/index.php/school-4/
Facebook	https://www.facebook.com/cpschool4/

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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	0	0	1
KG	216	222	215
1	70	85	82
2	74	77	67
3	50	72	54
4	46	49	60
5	48	51	41
6	45	49	46
Total	549	605	566

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	51.2%	48.8%	49.3%
Male	48.8%	51.2%	50.7%
Economically Disadvantaged Students	49.5%	53.1%	51.4%
Students with Disabilities	13.5%	15.5%	18.0%
English Learners	18.6%	19.7%	13.1%
Homeless Students		0.8%	0.4%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	52.5%	45.1%	43.3%
Hispanic	35.9%	45.5%	46.3%
Black or African American	2.0%	1.5%	2.1%
Asian	8.7%	7.3%	7.6%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.3%	0.4%

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	1
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	216	222	215

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	53.4%
Spanish	25.6%
Korean	3.9%
Russian	3.2%
Portuguese	3.2%
Other Languages	10.8%

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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	68	53	50	Exceeds Standard	71	61	50	Exceeds Standard
White	67	52.5	50	Exceeds Standard	70	64	51	Exceeds Standard
Hispanic	70.5	50.5	49	Exceeds Standard	65	52	48	Exceeds Standard
Black or African American	*	55	44	**	*	65	44	**
Asian, Native Hawaiian, or Pacific Islander	86	67	61	**	83.5	78.5	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	67.5	52	48	Exceeds Standard	65	58	47	Exceeds Standard
Students with Disabilities	49	45	41	Met Standard	49.5	45	43	Met Standard
English Learners	73	55.5	54	**	78	61	51	**

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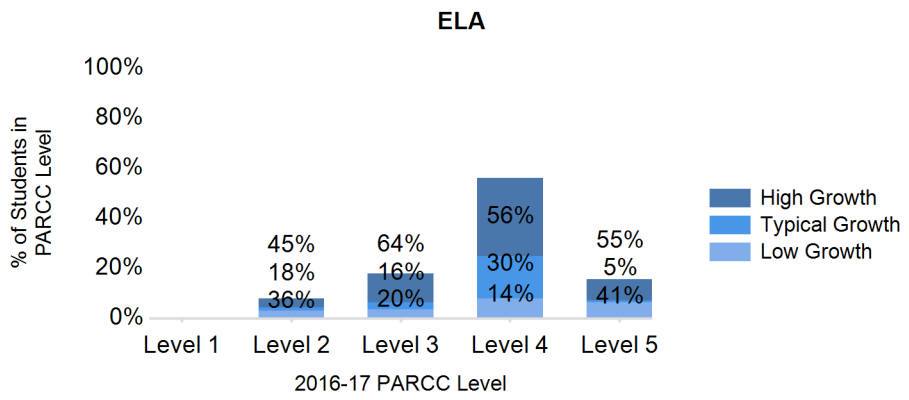
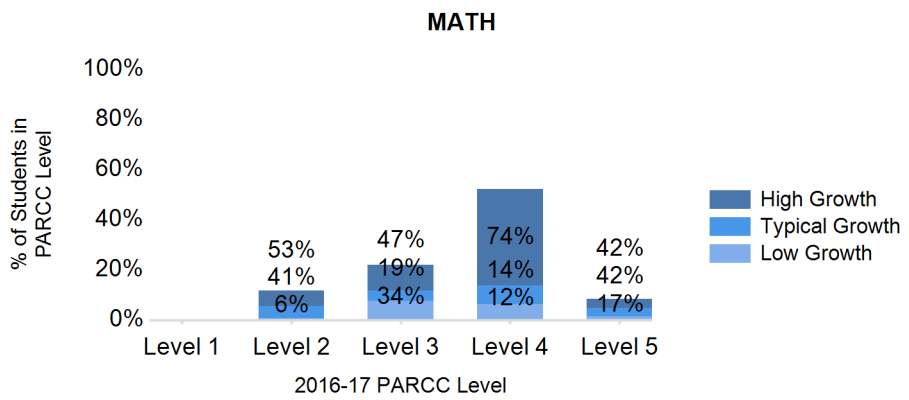
Student Growth by Performance Level

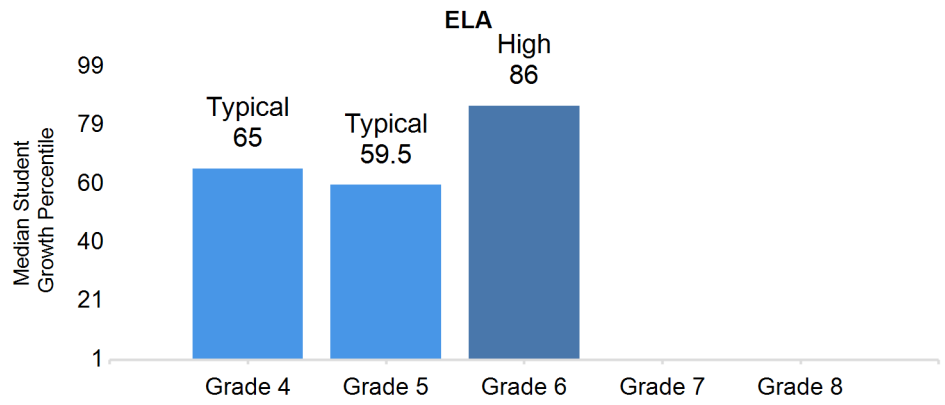
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

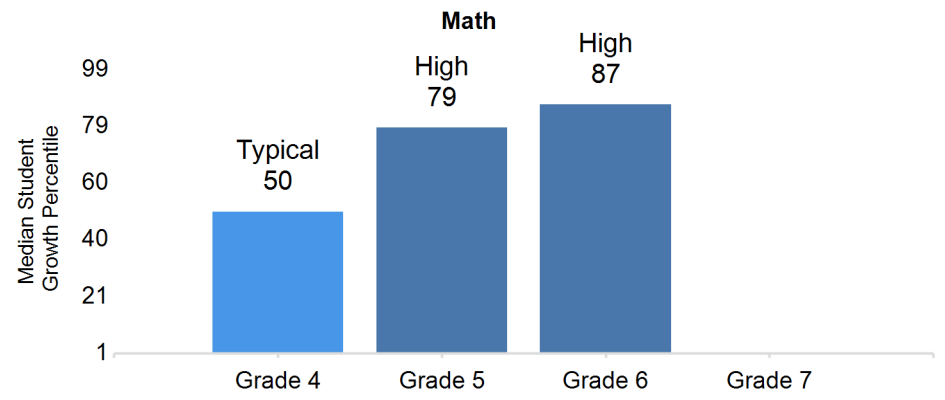




Student Growth by Grade

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	191	99.5	71.2	56.5	56.7	71.2	69.7	Met Target
White	112	99.2	76.8	66.2	65.6	76.8	76.7	Met Target
Hispanic	56	100.0	60.7	48.8	42.5	60.7	46.9	Met Target
Black or African American	*	*	*	52.3	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.6	81.9	82.3	86.6	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	93	99.0	78.5	65.0	64.5	78.5		
Male	98	100.0	64.3	48.3	49.4	64.3		
Economically Disadvantaged Students	81	100.0	60.4	53.2	38.5	60.4	59.4	Met Target
Non-Economically Disadvantaged Students	110	99.2	79.1	60.4	67.5	79.1		
Students with Disabilities	36	100.0	22.2	23.3	21.6	22.2	32.6	Met Target†
Students without Disabilities	155	99.4	82.6	63.7	63.9	82.6		
English Learners	32	100.0	56.3	*	27.3	56.3	56.7	Met Target†
Non-English Learners	159	99.4	74.2	*	59.4	74.2		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	751	758	750	*	*	20%	*	*	57%	52%
White	29	748	*	759	*	*	*	*	*	55%	61%
Hispanic	20	754	753	736	*	*	*	55%	0%	55%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	27	757	762	756	*	*	*	*	*	63%	57%
Male	29	746	754	744	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	23	735	752	733	*	*	*	*	*	48%	34%
Non-Economically Disadvantaged Students	33	763	768	762	*	*	*	*	*	64%	64%
Students with Disabilities	11	705	*	719	*	*	*	*	*	18%	24%
Students without Disabilities	45	763	*	756	*	*	*	*	*	67%	57%
English Learners	*	*	709	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	761	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	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	61	765	766	756	*	*	21%	41%	25%	66%	58%
White	38	769	*	764	*	*	*	*	*	74%	68%
Hispanic	17	758	762	744	*	*	*	*	*	53%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	29	773	772	762	*	*	*	*	*	76%	63%
Male	32	758	761	751	*	*	*	*	*	56%	53%
Economically Disadvantaged Students	32	760	*	740	*	*	*	*	*	53%	40%
Non-Economically Disadvantaged Students	29	770	*	767	*	*	*	*	*	79%	70%
Students with Disabilities	15	737	729	726	*	*	*	*	*	20%	25%
Students without Disabilities	46	774	774	762	*	*	*	*	*	80%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	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	41	779	765	755	0%	*	*	*	*	88%	58%
White	28	780	*	763	0%	*	*	*	*	89%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	26	784	773	762	0%	*	*	*	*	88%	66%
Male	15	770	759	749	0%	*	*	*	*	87%	51%
Economically Disadvantaged Students	16	776	761	739	0%	*	*	*	*	94%	39%
Non-Economically Disadvantaged Students	25	781	772	766	0%	*	*	*	*	84%	71%
Students with Disabilities	*	*	734	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	773	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	41	779	*	757	0%	*	*	*	*	88%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	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	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	46	781	772	754	*	*	*	43%	39%	83%	56%
White	25	786	*	761	0%	*	*	44%	44%	88%	66%
Hispanic	14	762	*	742	*	0%	*	*	*	64%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	21	790	*	761	*	*	*	*	*	90%	64%
Male	25	773	*	748	*	*	*	*	*	76%	48%
Economically Disadvantaged Students	16	763	*	739	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	30	790	*	764	*	*	*	*	*	97%	68%
Students with Disabilities	*	*	734	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	782	760	*	*	*	*	*	*	63%
English Learners	*	*	728	712	*	*	*	*	*	*	*
Non-English Learners	*	*	774	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	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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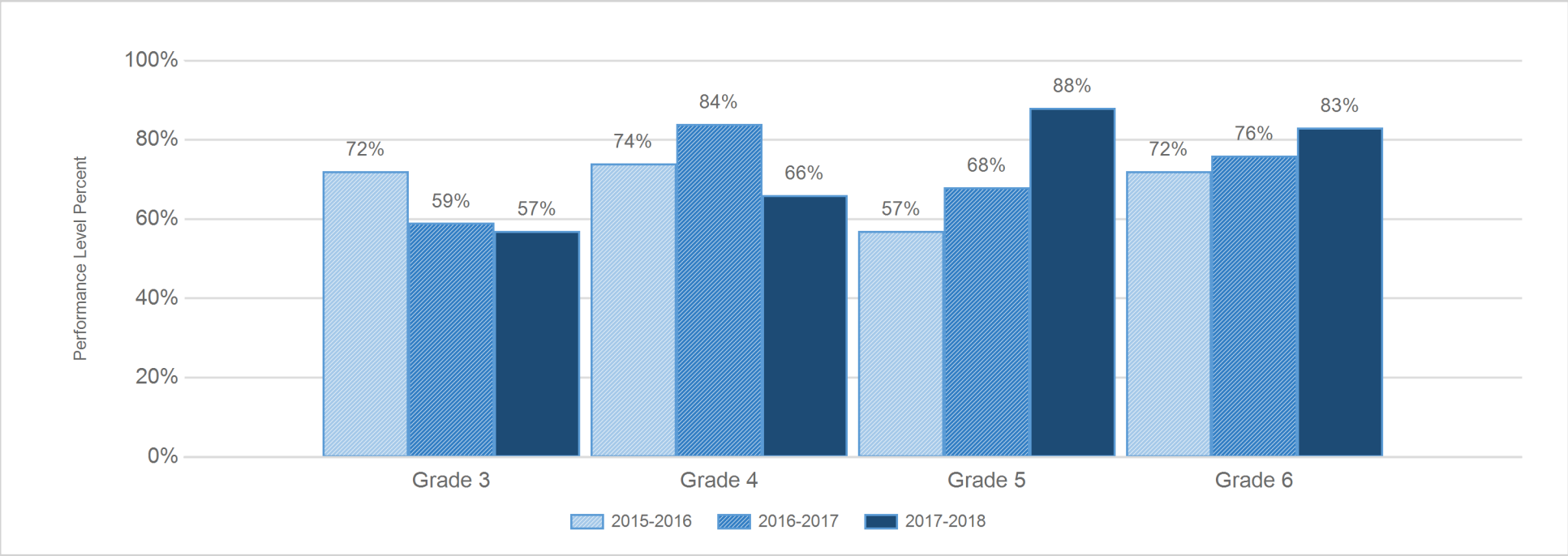
English Language Arts/Literacy Assessment - Performance Trends

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.



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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	192	99.5	61.5	45.4	45.0	61.5	62.8	Met Target†
White	112	99.2	69.7	51.5	54.1	69.7	66.1	Met Target
Hispanic	57	100.0	42.1	38.5	29.2	42.1	39.5	Met Target
Black or African American	*	*	*	42.8	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	15	100.0	86.7	77.6	77.0	86.7	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	94	99.1	67.0	46.5	46.0	67.0		
Male	98	100.0	56.1	44.4	43.9	56.1		
Economically Disadvantaged Students	82	100.0	51.2	42.9	26.6	51.2	53	Met Target†
Non-Economically Disadvantaged Students	110	99.2	69.1	48.5	55.9	69.1		
Students with Disabilities	36	100.0	16.7	15.7	17.1	16.7	40.8	Not Met
Students without Disabilities	156	99.4	71.8	51.6	50.5	71.8		
English Learners	33	100.0	51.5	*	24.6	51.5	53.2	Met Target†
Non-English Learners	159	99.4	63.6	*	46.9	63.6		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SCHOOL #4
(03-0890-060)
Grades Offered: KG-06
2017-2018

Report Key:
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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	57	756	764	752	*	*	26%	42%	18%	60%	53%
White	29	752	*	760	*	*	*	*	*	55%	64%
Hispanic	20	754	758	739	0%	*	*	*	*	60%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	791	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	28	760	764	752	*	*	*	*	*	64%	53%
Male	29	752	764	751	*	*	*	*	*	55%	53%
Economically Disadvantaged Students	23	739	759	736	*	*	*	*	*	48%	35%
Non-Economically Disadvantaged Students	34	767	771	762	*	*	*	*	*	68%	66%
Students with Disabilities	11	714	*	730	*	*	*	*	*	27%	29%
Students without Disabilities	46	766	*	756	*	*	*	*	*	67%	57%
English Learners	*	*	738	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	766	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	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

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(03-0890-060)
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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	62	748	755	748	*	*	29%	*	*	53%	49%
White	38	759	*	755	*	*	26%	*	*	68%	60%
Hispanic	18	730	749	737	*	*	*	*	*	22%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	29	752	757	748	*	*	*	*	*	62%	50%
Male	33	745	754	748	*	*	*	*	*	45%	49%
Economically Disadvantaged Students	33	743	*	733	*	*	*	*	*	45%	30%
Non-Economically Disadvantaged Students	29	754	*	758	*	*	*	*	*	62%	62%
Students with Disabilities	15	721	725	725	*	*	*	*	*	13%	22%
Students without Disabilities	47	757	762	753	*	*	*	*	*	66%	55%
English Learners	*	*	727	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	757	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	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

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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	41	771	757	748	0%	*	*	54%	24%	78%	49%
White	28	773	*	756	0%	*	*	*	*	82%	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	26	773	758	749	0%	*	*	*	*	81%	50%
Male	15	768	755	747	0%	*	*	*	*	73%	48%
Economically Disadvantaged Students	16	764	*	733	0%	*	*	*	*	81%	29%
Non-Economically Disadvantaged Students	25	775	*	758	0%	*	*	*	*	76%	62%
Students with Disabilities	*	*	732	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	763	752	*	*	*	*	*	*	55%
English Learners	N	N	741	718	N	N	N	N	N	N	13%
Non-English Learners	41	771	757	750	0%	*	*	54%	24%	78%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	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	N	728	N	N	N	N	N	N	29%

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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	47	761	752	744	*	*	*	43%	23%	66%	44%
White	25	768	*	751	0%	*	*	*	*	76%	54%
Hispanic	15	737	*	731	*	*	*	*	*	33%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	22	763	*	745	*	*	*	*	*	68%	45%
Male	25	760	*	742	*	*	*	*	*	64%	42%
Economically Disadvantaged Students	17	740	*	729	*	*	*	*	*	35%	24%
Non-Economically Disadvantaged Students	30	773	*	753	*	*	*	*	*	83%	56%
Students with Disabilities	*	*	718	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	762	748	*	*	*	*	*	*	49%
English Learners	*	*	717	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	755	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	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%

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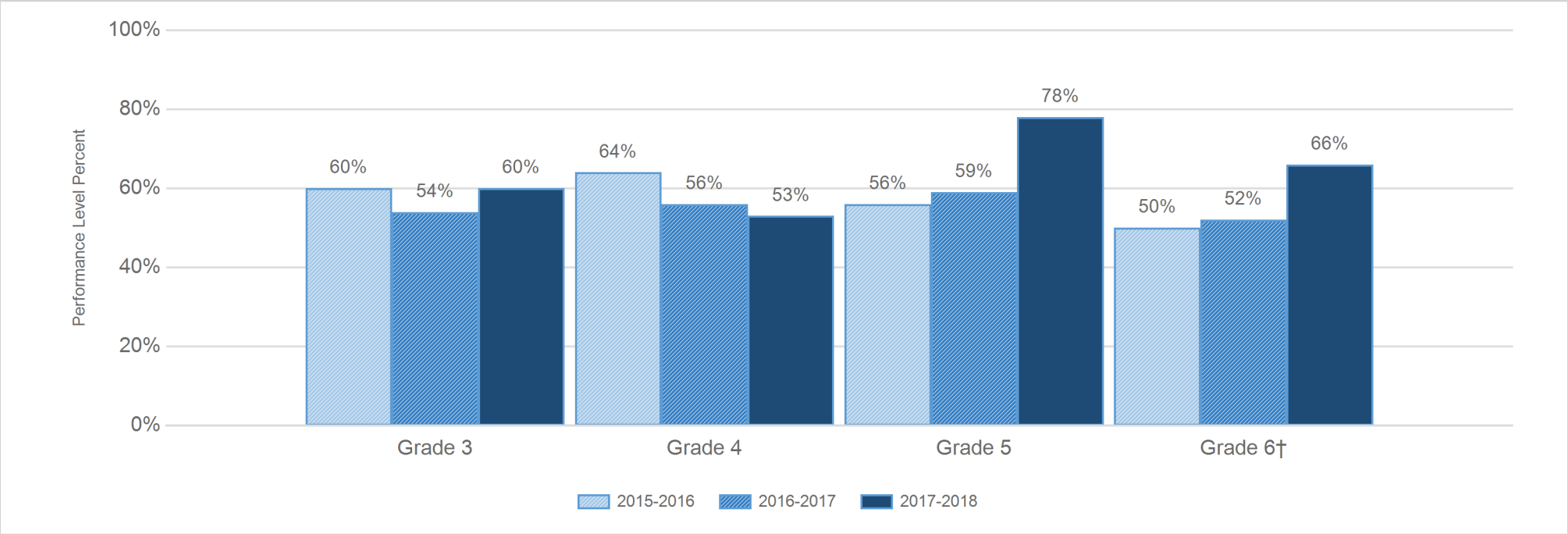
Mathematics Assessment – Performance Trends

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	*	*
4	*	*
5	N	N
6	*	*

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	81.8%	46.8%	Exceeds

† 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	59	89.8%	10.2%
3-4	13	*	*
5 or more	N	N	N

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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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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.

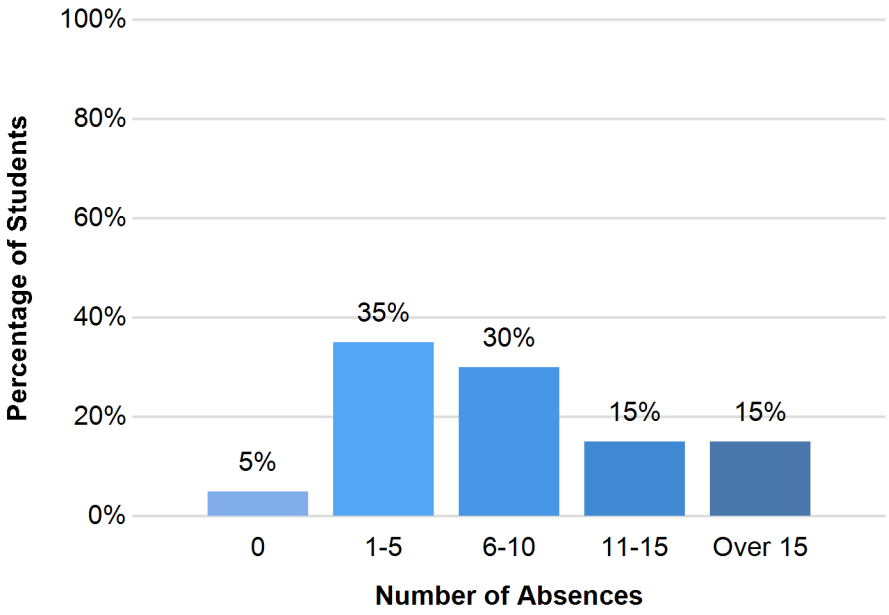
Chronic Absenteeism

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	72	12.5	8.9	Not Met
White	24	9.6	8.9	Not Met
Hispanic	39	14.7	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	3	6.5	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	41	13.9	8.9	Not Met
Students with Disabilities	27	23.5	8.9	Not Met
English Learners	7	9.6	8.9	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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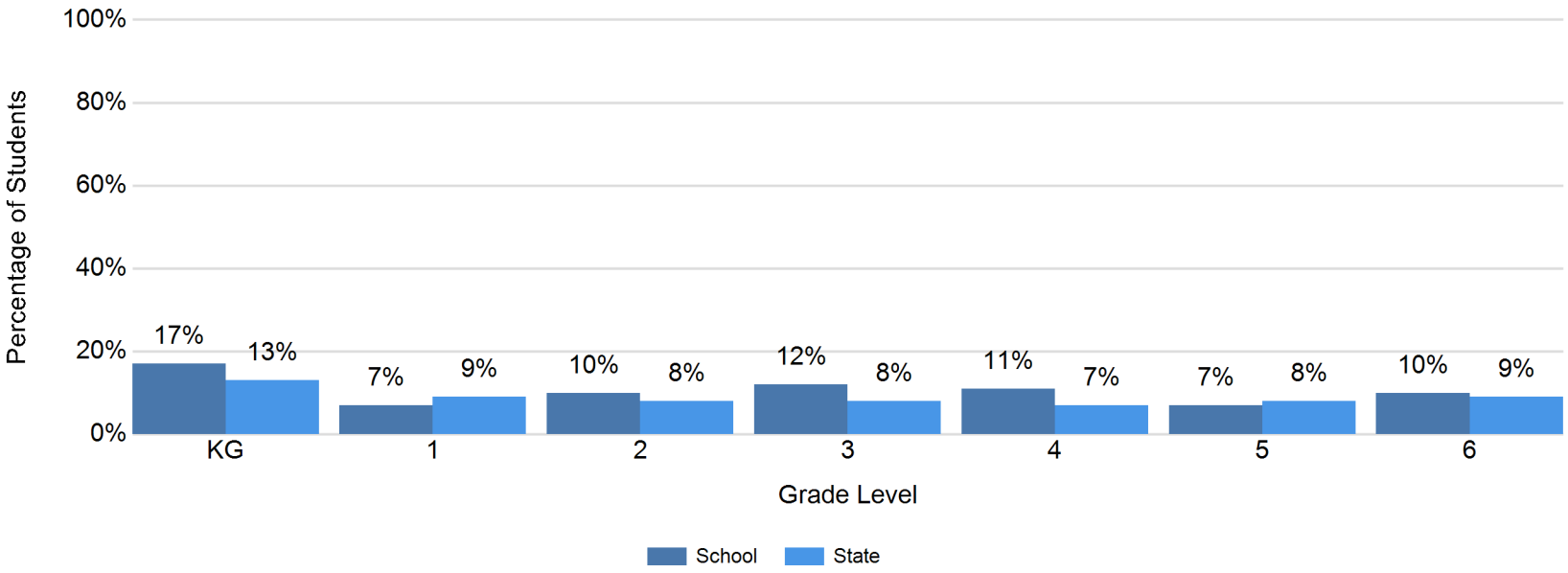
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.35

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

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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	1	1
Ancestry	0	0	0
Gender	1	1	2
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	*	*
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	2:55 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	6 Hrs 25 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)	$670	$12,854	$13,524

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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	47	117,464
Average years experience in public schools	8.7	12.0
Average years experience in district	8.7	10.7
Teachers in district for 4 or more years	66.0%	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	15	9,374
Average years experience in public schools	18.7	16.0
Average years experience in district	18.7	12.0
Administrators in district for 4 or more years	100.0%	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	12:1	13:1
Students to Administrators	566:1	208:1
Teachers to Administrators	47:1	16:1
Students to Librarians/Media Specialists		1039:1
Students to Nurses		623:1
Students to Counselors		390:1
Students to Child Study Team		390:1

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2017-2018

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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)
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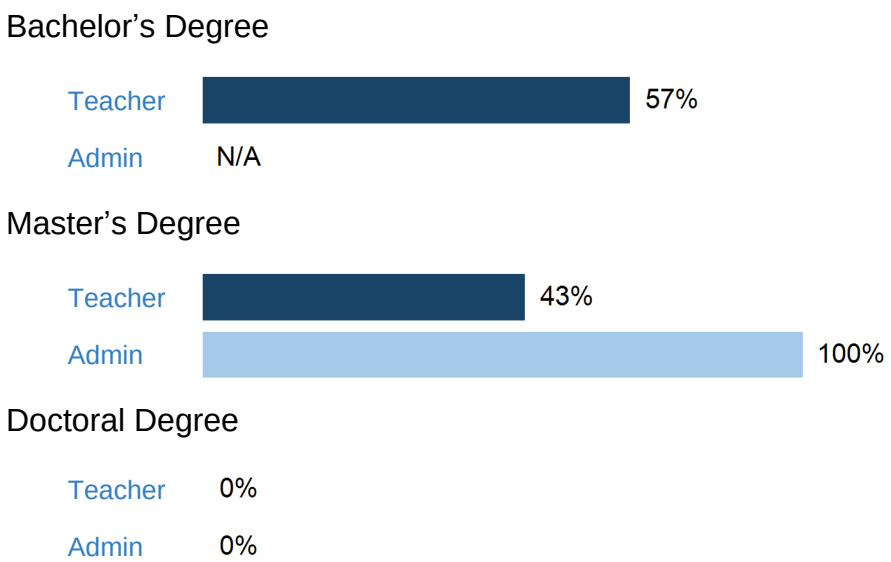
Teachers and Administrators - Level of Education

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	91.2%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	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	98.5%

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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	89.4%	100.0%
Male	10.6%	0.0%
White	97.9%	100.0%
Hispanic	2.1%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	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	74.41	15.0%
Mathematics Proficiency	71.80	15.0%
English Language Arts Growth	94.43	20.0%
Mathematics Growth	95.01	20.0%
Progress Towards English Language Proficiency	95.74	20.0%
Chronic Absenteeism	18.88	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	80.86	n/a
Summative Rating: Percentile Rank of Summative Score	92.00	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 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†	Exceeds Standard	Exceeds Standard	Exceeds Target	Not Met	No
White	77.45	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	77.17	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	86.08	14.08	No	Met Target	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	56.03	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	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:	• 5th grade student Catherine Garcia scored a PERFECT Score on the PARCC Assessment. She was honored at an October Board of Education meeting. • 6th Grade students won the 6th Basketball Tournament that was played with the other 6th graders in the district • School 4 participated in Charitable Events such as Food Drives, Pajama Drives, etc.
Mission, Vision, Theme:	At School Four, We consider our greatest strength to be our rich cultural, linguistic and cognitive diversity. Our students speak many languages and hail from all over the world, but are all united in that they come from families who value education and work in partnership with the school community to create a bright future for their children. We come together like a second family and are true role models for our students. We pride ourselves in dedication, hard work and kindness towards all members. Positive, strong relationships amongst everyone helps students achieve the academic success they so deserve.
Awards, Recognition, Accomplishments:	Students in School Four were also awarded for being Student of the Month and/or Citizen of the month through the school year. These programs encourage students to be the best citizens they can be in and out of school as well as encourage academic success. Perfect Attendance for each trimester are awarded to students who have been her every day and on time!

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Courses, Curriculum, Instruction:	The academic programs are strong and supported by the teachers and outside consultants. We use a balanced literacy approach where students are supported in Guided Reading and Writing along with Reader's and Writer's Workshop. Fundations Phonics program was implemented with the support of in house coaches for students in grades K-2 Science, Social Studies and Health are taught while using cross curricular content. Math Curriculum is incorporated by using Envision Math. In addition to a rich academic program, students receive instruction in computer, art, physical education, vocal music, library , band, and world language. We have a variety of online resources such as Study Island, Raz Kids, and EdConnect to enrich student learning through technology. Remedial programs such as Title One Reading and Math are available for students in Grades 1-6. We also offered students the opportunity to take part in the Rutgers Reading Program to help students' acquire strong Literacy skills.
Clubs and Activities:	School 4 has a variety of activities for students to participate in. Positive Programs such as Student and Citizen of the Month are integral in implementing positive academic and life skills for our students. With teachers modeling and discussing the importance of academics while modeling positive character traits. Our 6th grade participates in the Safety Patrol Program. Members are selected for their leadership, courtesy, dependability, interest in their job, attitude toward others and scholastic standing. Throughout the year students participate in activities for School Violence Awareness Week, Read Across America, Autisim Awareness Month, etc. so that students experience a rich, hands on, meaningful understanding of these important topics. We are fortunate to have the support of the PTO throughout the year. The PTO's relationship with the school is strong and we are grateful to be working together.

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Before and After School Programs:	Students at School 4 participate in both before and after school programs to support their needs. Teachers offer extra help and/or enrichment clubs to students in their classes. All students are offered to attend the breakfast program. Students at School Four have the option to participate in the 21st Century After-School program where students are assisted with their homework and participate in an extra-curricular course offering. PAL tutoring is also offered through the community to students in grades 3-6.
Staff and Professional Learning:	School 4 faculty, staff and administration participate in a variety of PLC's and Professional Development. Some of the topics are addressing Independent Reading, Collaborating, Meeting the needs of ELL students, Literacy, Common/meaningful Assessments. Analyzing assessment data etc. We use the Stronge Evaluation tool and receive training in that area along with a variety of Safe School Training. Conquer Math is a training that teachers attend assist with Math instruction

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Student Supports and Services:	Title One Reading Title One Math Occupational Therapy Physical Therapy Speech Services Guidance Counseling JFS Counseling Gifted and Talented I&RS Team Child Study Team
Student Health and Wellness:	School Four has a Health and Wellness Committee that meets to discuss and implement programs for our students. We also organize a special week with a variety of activities for both the teachers and the staff. Our school nurse is actively involved in researching, implementing programs and teaching lessons in the classrooms.
Parent and Community Involvement:	We have the support of the PTO throughout the year. It focuses its efforts in providing additional services and supplies for our students such as book fairs, programs, school trips, and more. The PTO strives for participation in school activities designed to enrich student experiences. The PTO's relationship with the school is strong and we are grateful to be working together to continue to give enriched experiences to our students, while getting ready for the 21st Century.

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Facilities:	School 4 was constructed in 1911 and a beautiful addition followed in 1929. Our school educates nine Kindergarten classes along with First through Sixth Grade classes. We have multiple Chromebook carts and I-Pad carts for teachers to access and use in their classrooms. Each classroom has a smartboard for teachers to use with their students for instructional purposes. We communicate with parents through our school website, Facebook, Instagram and Remind App.
School Safety:	Safety of all stakeholders is extremely important to us. We have a Class III Special Police Officer in our school every day and for after school events. We also have security cameras on the outside of the building and are linked to the CPPD. Our 6th grade participates in the Safety Patrol Program. Service in Patrol is voluntary and open to all interested students. Duties will require a short amount of time each day. Members are selected for their leadership, courtesy, dependability, interest in their job, attitude toward others and scholastic standing.

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Technology and STEM:	School 4 students receive weekly instruction in computer classes. Teachers create lessons which are integrated with technology. Students also participate in a variety of makerspace activities.
Early Childhood Education:	School 4's unique environment welcomes students to their first school experience and continues to provide children with an education that meets and exceeds the highest standards of student achievement, curriculum, instruction, community support and professional development.

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Other Information:	At School Four, we consider our greatest strength to be our rich cultural, linguistic and cognitive diversity. Our students speak many languages and hail from all over the world, but are all united in that they come from families who value education and work in partnership with the school community to create a bright future for their children. The School 4 Community and all stakeholders really come together like a second family and are true role models for our students. We pride ourselves in dedication, hard work and kindness towards all members. Positive, strong relationships amongst everyone helps students achieve the academic success they so deserve. Mr. Romagnino, the Superintendent of Schools, the Cliffside Park Board of Education, Faculty & Support Staff, Parents and The Cliffside Park Community have played a key role in making our school and the students who attend our school versatile members of the 21st Century. We plan to continue to work together and continue to achieve high standards both academically and socially.