



Emma C Attales
2016-2017

Grade Span 05-08

01-0010-050
ATLANTIC
ABSECON CITY
800 IRELAN AVENUE
ABSECON, NJ 08201

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
5	109	88	86
6	85	103	83
7	84	81	114
8	84	87	73
Ungraded	7	6	4
Total	369	365	360

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	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	52%	52%	51%
Economically Disadvantaged Students	46%	42%	37%
Students with Disabilities	10%	10%	9%
English Learners	1%	1%	2%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	63.1%
Black or African American	16.7%
Hispanic	10.3%
Asian	0.8%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	9.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	92.8%
Spanish	3.6%
Other	3.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	320	95.3	57.50	55.20	54.90	57.5	56.7	Met Target
White	213	93.9	64.30	63.00	63.90	63.8	60.5	Met Target
Hispanic	22	90.6	36.30	39.00	39.80	33.6	46.8	Met Target†
Black or African American	53	100.0	35.90	32.10	35.20	35.9	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	31	100.0	64.50	*	54.90	64.5	78.2	Met Target†
Female	153	95.4	64.10	62.40	62.20	64.1		
Male	167	95.1	51.50	48.10	48.10	51.5		
Economically Disadvantaged Students	100	96.7	36.00	36.10	36.20	*	48.6	Not Met
Non-Economically Disadvantaged Students	220	94.6	67.30	65.30	65.80	*		
Students with Disabilities	28	91.4	10.70	19.20	20.50	10.5	10.1	Met Target
Students without Disabilities	292	95.7	61.90	59.60	61.90	61.9		
English Learners	17	95.2	17.60	29.20	25.20	17.6	N	N
Non-English Learners	303	95.3	59.80	57.70	57.40	59.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	82	757	757	756	*	*	28%	52%	*	61%	59%
White	47	760	760	763	*	*	21%	66%	*	70%	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	15	742	742	740	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	12	763	763	757	0%	*	*	*	*	58%	60%
Female	41	760	760	761	*	*	29%	51%	*	63%	66%
Male	41	753	753	750	*	*	27%	54%	*	59%	53%
Economically Disadvantaged Students	29	751	751	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	53	760	760	765	*	*	*	*	*	74%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	N	N	N	710	N	N	N	N	N	N	12%
Non-English Learners	82	757	757	757	*	*	28%	52%	*	61%	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	754	754	752	*	*	28%	41%	15%	56%	54%
White	57	757	757	758	*	*	26%	42%	18%	60%	63%
Hispanic	*	*	*	740	*	*	*	*	*	*	38%
Black or African American	14	744	744	736	0%	*	*	*	*	43%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	34	758	758	758	*	*	*	47%	*	62%	61%
Male	47	752	752	746	*	*	*	36%	*	51%	46%
Economically Disadvantaged Students	24	740	740	737	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	57	760	760	761	*	*	*	*	*	65%	65%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	17%
Students without Disabilities	*	*	*	758	*	*	*	*	*	*	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	110	749	749	756	9%	15%	23%	39%	15%	54%	59%
White	72	757	757	764	*	*	18%	46%	19%	65%	69%
Hispanic	11	727	727	742	*	*	*	*	*	*	44%
Black or African American	18	728	728	737	*	*	*	*	0%	28%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	784	N	N	N	N	N	N	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	54	750	750	764	*	*	*	43%	*	59%	68%
Male	56	749	749	749	*	*	*	36%	*	48%	51%
Economically Disadvantaged Students	31	731	731	739	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	79	757	757	766	*	*	*	*	*	65%	70%
Students with Disabilities	11	690	690	719	*	*	*	*	*	*	19%
Students without Disabilities	99	756	756	763	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	69	750	750	757	*	*	20%	42%	*	54%	59%
White	41	757	757	764	*	*	24%	42%	*	59%	68%
Hispanic	*	*	*	742	*	*	*	*	*	*	44%
Black or African American	11	720	720	738	*	*	*	*	0%	27%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	10	768	768	758	0%	*	*	*	*	80%	60%
Female	37	758	758	766	*	*	*	43%	*	62%	68%
Male	32	740	740	749	*	*	*	41%	*	44%	50%
Economically Disadvantaged Students	32	742	742	739	*	*	*	38%	*	44%	40%
Non-Economically Disadvantaged Students	37	756	756	766	*	*	*	46%	*	62%	69%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	764	*	*	*	*	*	*	67%
English Learners	*	*	*	701	*	*	*	*	*	*	*
Non-English Learners	*	*	*	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%



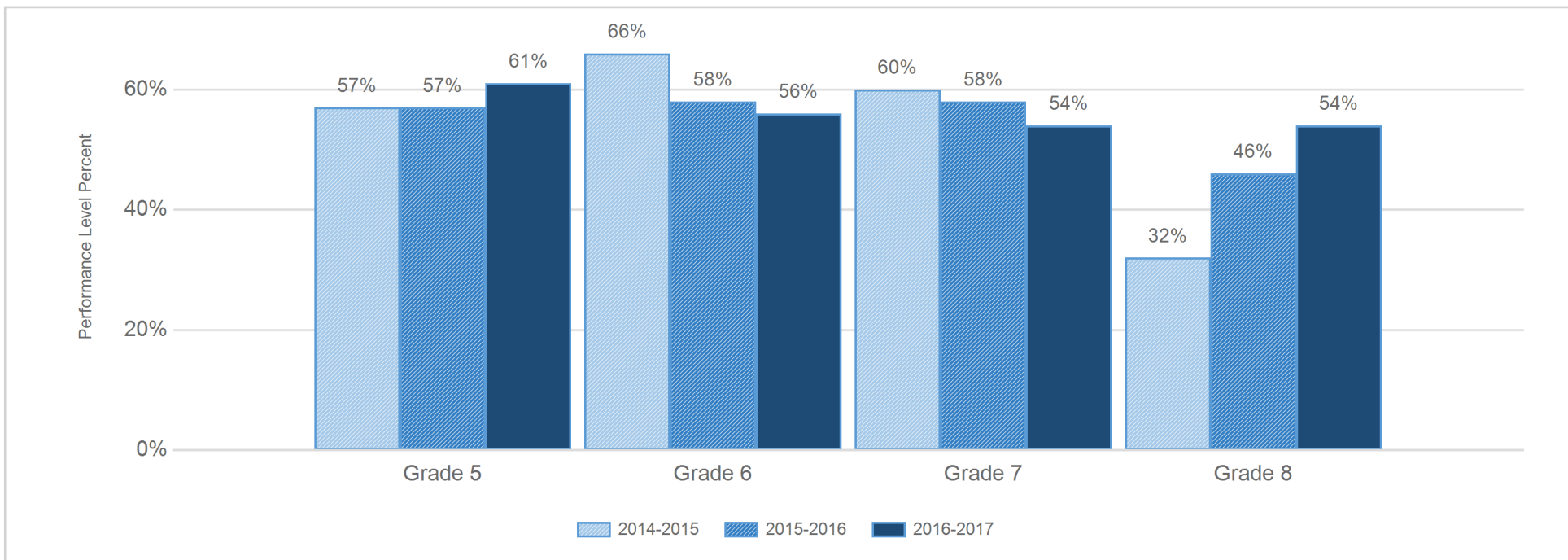
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	322	95.3	34.10	39.20	43.50	34.1	39.4	Not Met
White	213	93.9	39.40	46.00	52.40	39.1	42.1	Met Target†
Hispanic	24	91.7	25.00	31.10	27.60	23.4	42	Not Met
Black or African American	53	100.0	11.30	14.80	21.70	11.3	13.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	31	100.0	45.20	*	44.90	45.2	57.5	Met Target†
Female	153	94.9	32.10	38.80	44.10	31.8		
Male	169	95.7	36.10	39.50	42.90	36.1		
Economically Disadvantaged Students	100	96.7	19.00	23.50	25.10	*	31.5	Not Met
Non-Economically Disadvantaged Students	222	94.7	41.00	47.20	54.30	*		
Students with Disabilities	27	88.6	*	*	16.50	*	N	N
Students without Disabilities	295	96.0	*	*	48.80	*		
English Learners	19	96.0	21.10	26.60	23.30	21.1	N	N
Non-English Learners	303	95.3	35.00	40.40	45.20	35		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	85	736	736	747	*	18%	33%	33%	*	35%	46%
White	47	741	741	754	*	*	43%	36%	*	38%	57%
Hispanic	10	723	723	735	*	*	*	*	*	20%	30%
Black or African American	15	722	722	729	*	*	*	*	0%	20%	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	12	745	745	747	*	*	*	*	0%	58%	47%
Female	43	736	736	747	*	*	33%	30%	*	33%	47%
Male	42	736	736	746	*	*	33%	36%	*	38%	46%
Economically Disadvantaged Students	29	732	732	732	*	*	*	*	*	28%	27%
Non-Economically Disadvantaged Students	56	738	738	756	*	*	*	*	*	39%	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	739	739	743	*	24%	28%	40%	*	41%	44%
White	57	742	742	751	*	23%	25%	46%	*	47%	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	14	723	723	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	34	739	739	745	*	*	29%	38%	*	38%	45%
Male	47	739	739	742	*	*	28%	40%	*	43%	43%
Economically Disadvantaged Students	24	723	723	728	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	57	746	746	752	*	*	*	*	*	51%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	111	733	733	741	*	23%	38%	27%	*	28%	40%
White	72	737	737	748	*	18%	36%	35%	*	36%	49%
Hispanic	12	718	718	730	*	*	*	*	*	*	23%
Black or African American	18	722	722	726	*	*	*	*	0%	11%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	764	N	N	N	N	N	N	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	54	726	726	743	*	*	28%	26%	*	26%	41%
Male	57	739	739	740	*	*	47%	28%	*	30%	38%
Economically Disadvantaged Students	31	721	721	729	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	80	738	738	749	*	*	*	*	*	*	50%
Students with Disabilities	11	696	696	716	*	*	*	*	*	*	11%
Students without Disabilities	100	737	737	746	*	*	*	*	*	*	45%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	709	709	728	*	*	*	*	*	*	28%
White	21	713	713	736	*	*	*	*	*	*	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	11	701	701	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	23	717	717	730	*	*	*	*	*	*	30%
Male	18	698	698	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	23	705	705	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	18	714	714	734	*	*	*	*	*	*	34%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	*
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	N	N	N	705	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	28	759	759	743	0%	*	*	68%	0%	68%	42%
White	20	758	758	751	0%	*	*	60%	0%	60%	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	724	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	13	758	758	744	0%	*	*	*	0%	62%	43%
Male	15	760	760	741	0%	*	*	*	0%	73%	40%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	28	759	759	747	0%	*	*	68%	0%	68%	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	28	759	759	745	0%	*	*	68%	0%	68%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%



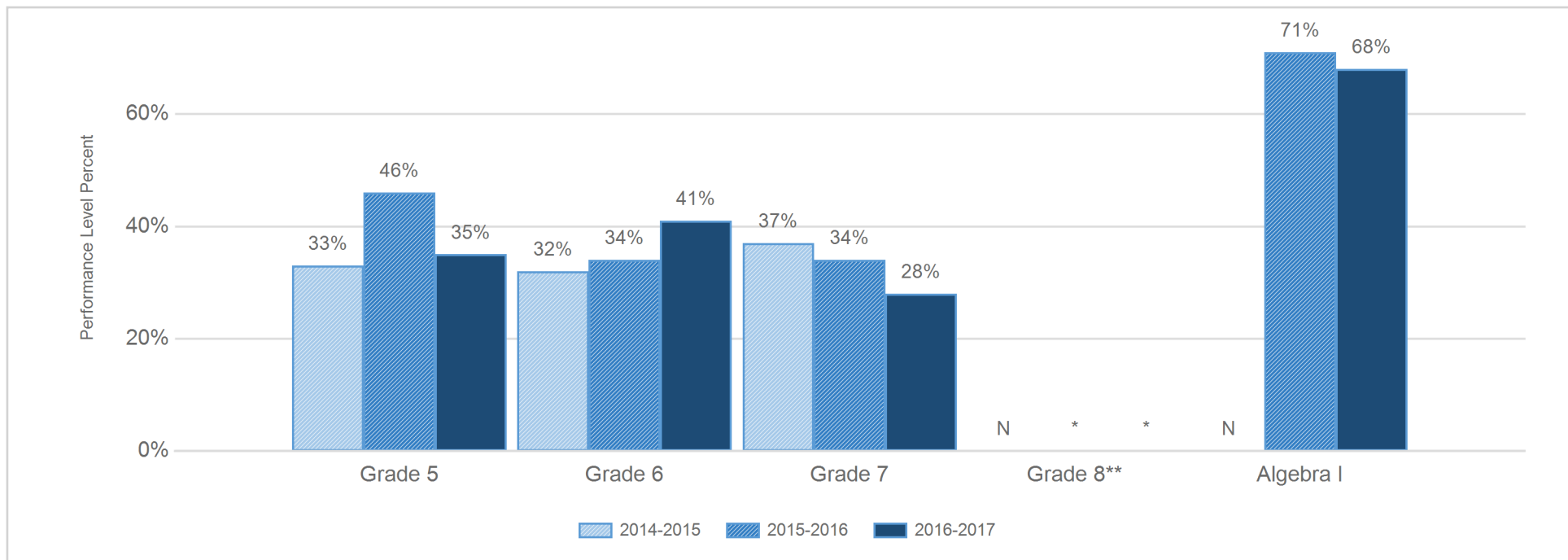
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - 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
5	N	N
6	N	N
7	N	N
8	N	N

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. The table also shows 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
1	*	*	*
2	N	N	N
3	N	N	N
4	N	N	N
5+	N	N	N



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

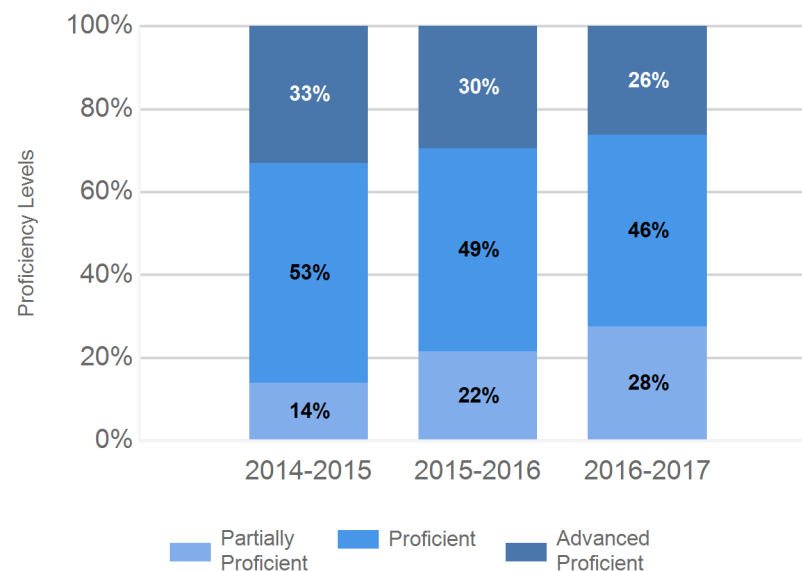
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	26%	46%	28%
White	36%	47%	17%
Hispanic	*	*	*
Black or African American	N	27%	73%
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	10%
Economically Disadvantaged Students	16%	47%	38%
Students with Disabilities	N	N	*
English Learners	N	N	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	43	45	50	Met Target	41	46	50	Met Target
White	43	44	50	Met Target	42	50	52	Met Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	48	50	45	Met Target	37.5	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	36.5	*	51	Not Met	39	*	52	Not Met
Economically Disadvantaged	37	41	47	Not Met	41	44	46	Met Target
Students with Disabilities	27	29	41	Not Met	28	43	43	Not Met
English Learners	40	43	53	**	40.5	43.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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Grade Span 05-08

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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

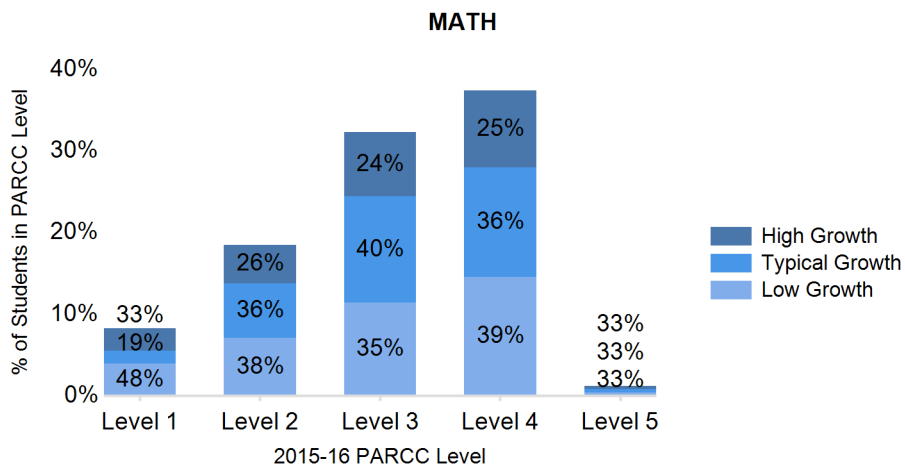
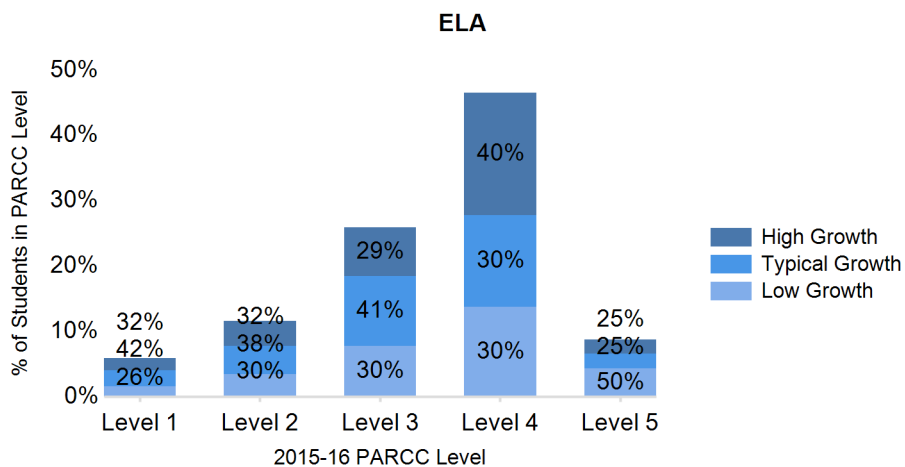
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

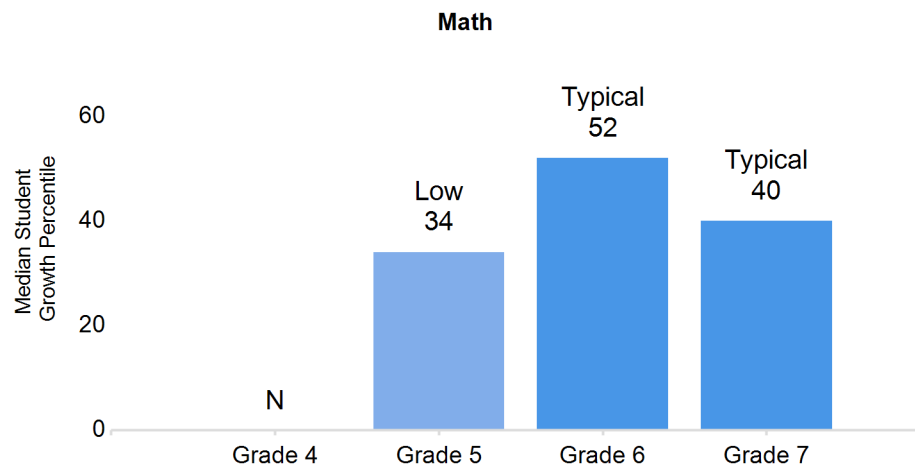
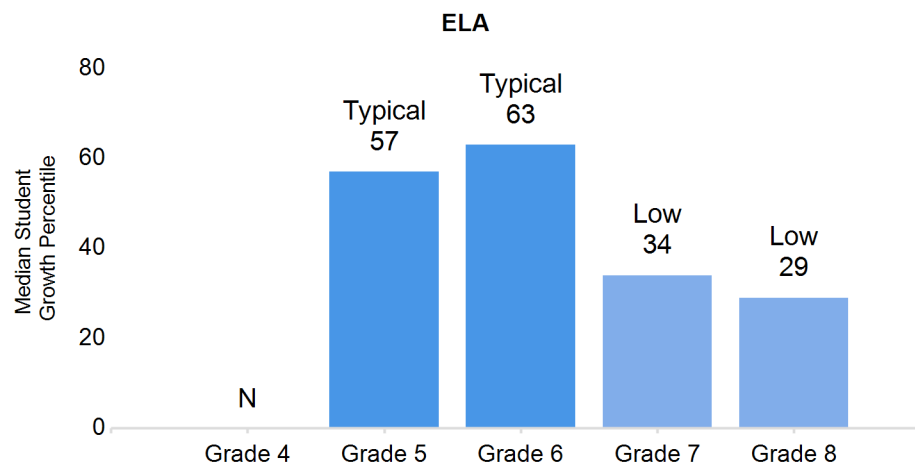
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Grade Span 05-08

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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	83
7	0	0	115
8	0	1	74
Schoolwide	0	1	272

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	82	0	0	0	0	0	0
7	113	0	0	0	0	0	0
8	75	0	0	0	0	0	0
Schoolwide	270	0	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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Grade Span 05-08

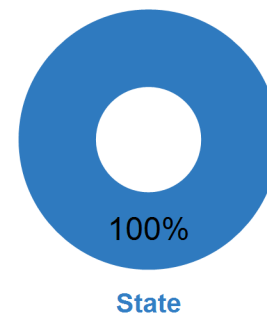
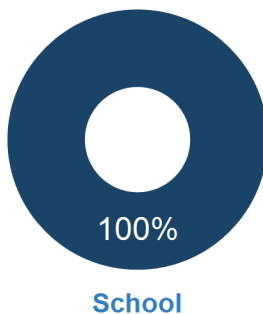
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Visual and Performing Arts – Course Participation

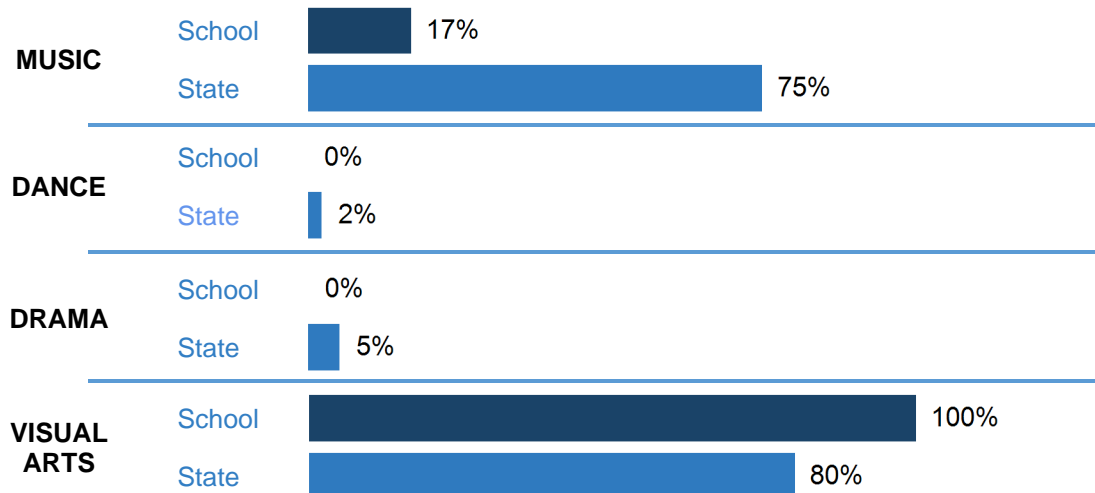
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

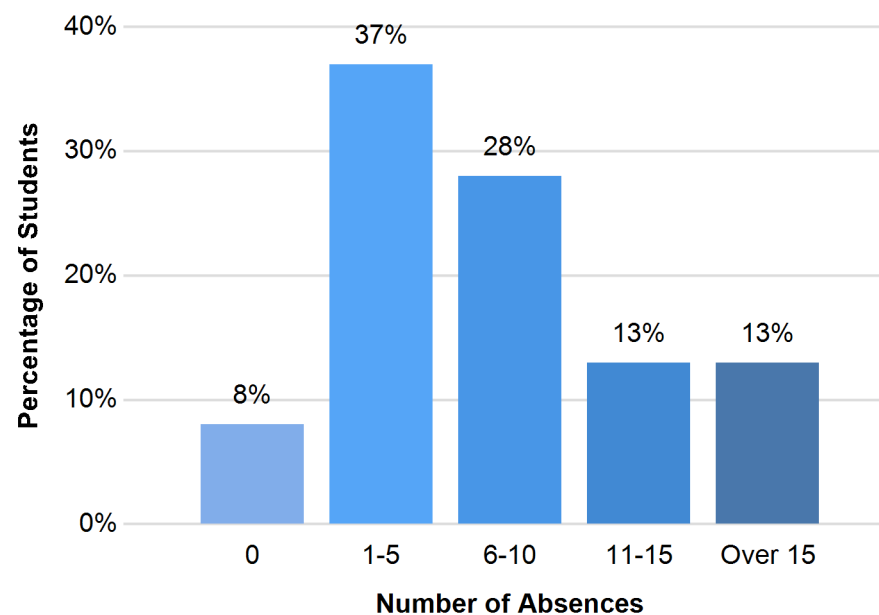
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	9.30	8.30	Not Met
White	8.00	8.30	Met Target
Hispanic	6.10	8.30	Met Target
Black or African American	21.70	8.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	0	8.30	Met Target
Economically Disadvantaged Students	15.70	8.30	Not Met
Students with Disabilities	32.40	8.30	Not Met
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





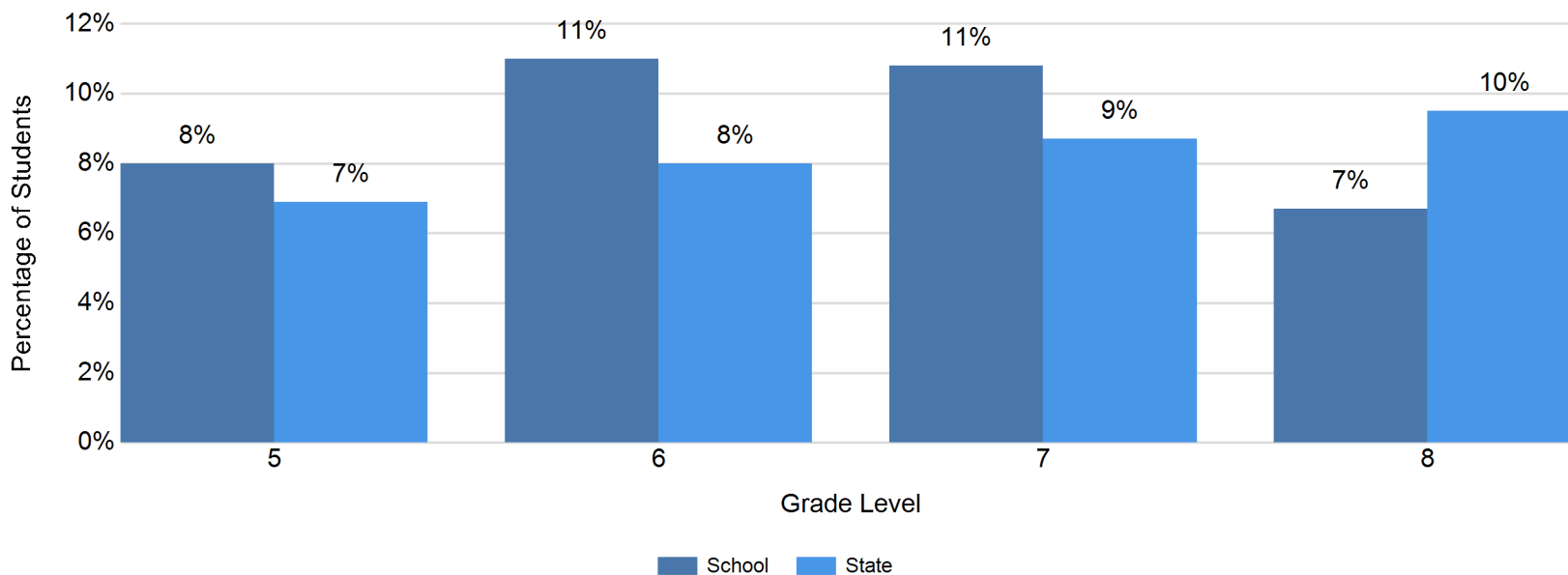
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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Grade Span 05-08

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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 25 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	5
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.94

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.1%
Any Suspension	3.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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2016-2017

Grade Span 05-08

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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	120.0 kbps	100 kbps	Yes	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total	\$950	\$11,148	\$12,098



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	30	121,048
Average years experience in public schools	12.2	11.8
Average years experience in district	11.5	10.5
Teachers in district for 4 or more years	83%	74%

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	4	9,533
Average years experience in public schools	20.8	15.9
Average years experience in district	8.3	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	360:1	208:1
Librarian/Media Specialists		833:1
Nurses		833:1
Counselors		833:1
Child Study Team		417:1



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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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	75%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	92%



Emma C Attales
2016-2017

Grade Span 05-08

01-0010-050
ATLANTIC
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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	42.4	17.5%
Mathematics Proficiency	22.5	17.5%
English Language Arts Growth	18.8	25.0%
Mathematics Growth	17.8	25.0%
Chronic Absenteeism	24.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		24.2
Summative Rating: Percentile rank of Summative Score		13.0
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



Emma C Attales
2016-2017

Grade Span 05-08

01-0010-050
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ABSECON CITY
800 IRELAN AVENUE
ABSECON, NJ 08201

Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	Targeted	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	24.5	No	Met Target	Met Target†	Met Target	Met Target	Met Target	No
Hispanic	**	No	Met Target†	Not Met	Met Target	**	**	No
Black or African American	37.6	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	39.5	No	Met Target†	Met Target†	Met Target	Not Met	Not Met	No
Economically Disadvantaged Students	26.6	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Students with Disabilities	10.6	Targeted	Met Target	N	Not Met	Not Met	Not Met	No
English Learners	**	No	N	N	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



Emma C Attales
2016-2017

Grade Span 05-08




01-0010-050
ATLANTIC
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800 IRELAN AVENUE
ABSECON, NJ 08201

School General Info

Principal:	Mr. Deo	Email Address:	aweber@abseconschools.org
Address:	800 IRELAN AVENUE ABSECON, NJ 08201	Website:	https://abseconschools.org
Phone:	(609)641-5375	Facebook:	N/A
		Twitter:	N/A

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Highly connected to our community through varied service and civic activities. • Balanced literacy Language Arts curriculum supported by a 90-minute Language Arts period • Professional Learning Communities improving achievement through weekly team meetings
 <p>Mission, Vision, Theme:</p>	<p>Attales students will build character through dedication to academic performance, participation in school/community activities, and volunteerism. Attales students will uphold a positive and accountable school climate where attributes of leadership and responsibility are celebrated!</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>tudents are awarded for their writing in the Patriot's Pen and Memorial Day essay contests. Our staff members are leaders in their fields, participating in such things as international art/peace projects, presenting at local and national conferences, playing in the Baltimore Symphony, teaching at local universities and much more. Additionally, 6th grade Math teacher, Kelly Montgomery, is the 2017 Atlantic County Teacher of the Year.</p>







Emma C Attales
2016-2017

Grade Span 05-08

01-0010-050
ATLANTIC
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800 IRELAN AVENUE
ABSECON, NJ 08201

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>90 minute daily balanced literacy Language Arts period for all students. CAP (Crusader Achievement Period) offers 30 minutes each day of support and enrichment for all students. Daily Academic Recovery provides support and time to complete work. G/T services offered to qualifying students. Algebra I, Advanced Math and ELA courses. Team approach allows implementation of cross-curricular projects.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Cross-Country (Boys & Girls), Track and Field - Spring (Boys & Girls)</p> <p>Our Cross Country and Track teams consistently earn league honors and championships. Many of our runners have gone on to be successful high school and college athletes. This year we will introduce an intramural volleyball program to our 6th, 7th, and 8th graders.</p>
 <p>Clubs and Activities:</p>	<p>Our chorus, concert band, and wind ensemble perform both holiday and spring concerts and contribute to the community through performing at the Veterans' Day ceremony, the community tree lighting, Ventnor Jazz Fest, and on TV for the Holiday Spectacular. Band members are chosen each year for the All South Jersey Junior High Band. Our drama club spends months preparing for a highly anticipated performance for our school and community.</p>
 <p>Before and After School Programs:</p>	<p>ASSIST provides students with homework help and academic support for Title I students in grades 5-8. Our afterschool PALS program provides care and educational play and activities for our younger students after school.</p>







Emma C Attales
2016-2017

Grade Span 05-08

01-0010-050
ATLANTIC
ABSECON CITY
800 IRELAN AVENUE
ABSECON, NJ 08201

School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Attales is improving student achievement through the formation of Professional Learning Communities. Grade-level teacher teams analyze data and review the specific needs of students during weekly team meetings. Staff collaborate and share frequently to turnkey professional development and lesson materials.</p>
 <p>Student Supports and Services:</p>	<p>Attales' school counselor offers small group and individual counseling sessions to support the emotional and social needs of our growing students. Our staff, in conjunction with the district Child Study Team, utilizes a comprehensive Special Education program designed to address the specific needs of our students. Many teachers offer tutoring after school in community.</p>
 <p>Student Health and Wellness:</p>	<p>All students participate in daily recess. Attales partners with regional healthcare provider AtlantiCare to promote health and wellness in the school community. Programs include Chefs in the Classroom, farm to school initiative, and our beautiful community and student-built garden.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTO is highly involved in supporting our staff and students, as is the Absecon Education Foundation. Parents and students can log on to Realtime to access grades and assignments. Teachers partner with various organizations such as the Lion's Club, City Council, VFW, Atlantic County Utilities Authority ACUA, Historical Society in Absecon, local nursing homes, and many other businesses and civic groups.</p>



Emma C Attales
2016-2017

Grade Span 05-08

01-0010-050
ATLANTIC
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800 IRELAN AVENUE
ABSECON, NJ 08201

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.



Facilities:

We recently renovated our media center to create a STEAM lab, complete with a computer lab and space for collaborative problem solving and project-based learning. Recent upgrades to safety and security keep Attales current and responsive.



Emma C Attales
2016-2017
Grade Span 05-08

01-0010-050
ATLANTIC
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ABSECON, NJ 08201

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.

Attales is focused on real-world learning through cross-curricular projects, developing empathy for others, and a true sense of community through the involvement of civic partnerships.



Other Information:



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2016-2017


Grade Span 3F-04

01-0010-060
ATLANTIC
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800 IRELAN AVE
ABSECON, NJ 08201

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.state.nj.us



H Ashton Marsh
2016-2017

Grade Span 3F-04

01-0010-060
ATLANTIC
ABSECON CITY
800 IRELAN AVE
ABSECON, NJ 08201

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	14	25
KG	69	96	90
1	100	84	80
2	93	93	79
3	91	89	93
4	95	95	88
Ungraded	11	21	18
Total	459	492	473

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	2014-15	2015-16	2016-17
Female	49%	51%	50%
Male	51%	49%	50%
Economically Disadvantaged Students	47%	45%	46%
Students with Disabilities	11%	15%	15%
English Learners	9%	12%	13%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
White	59.0%
Black or African American	14.4%
Hispanic	14.0%
Asian	7.2%
Native Hawaiian or Pacific Islander	0.4%
American Indian or Alaska Native	0.0%
Two or More Races	5.1%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	14	25
KG - Half Day	0	0	0
KG - Full Day	91	96	90

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. All other students are included in Other Languages.

Home Language	% of Students
English	80.3%
Spanish	10.1%
Bengali	2.5%
Urdu	2.1%
Gujarati	1.1%
Other	3.6%



H Ashton Marsh
2016-2017

Grade Span 3F-04

01-0010-060
ATLANTIC
ABSECON CITY
800 IRELAN AVE
ABSECON, NJ 08201

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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	165	96.7	51.00	55.20	54.90	51	45.8	Met Target
White	103	97.3	60.20	63.00	63.90	60.2	54.8	Met Target
Hispanic	19	100.0	42.10	39.00	39.80	42.1	N	N
Black or African American	28	93.7	25.00	32.10	35.20	24.6	27.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	89	95.9	59.50	62.40	62.20	59.5		
Male	76	97.7	40.70	48.10	48.10	40.7		
Economically Disadvantaged Students	66	94.9	36.30	36.10	36.20	36.1	29	Met Target
Non-Economically Disadvantaged Students	99	98.1	60.60	65.30	65.80	60.6		
Students with Disabilities	24	92.9	29.20	19.20	20.50	28.3	33.1	Met Target†
Students without Disabilities	141	97.4	54.60	59.60	61.90	54.6		
English Learners	24	96.0	37.50	29.20	25.20	37.5	38.6	Met Target†
Non-English Learners	141	96.9	53.20	57.70	57.40	53.2		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	N	24.80	N		
Military-Connected Students	N	N	N	N	53.50	N		
Migrant Students	N	N	N	N	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



H Ashton Marsh
2016-2017
Grade Span 3F-04

01-0010-060
 ATLANTIC
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 ABSECON, NJ 08201

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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	91	751	751	749	*	*	31%	50%	*	52%	50%
White	57	759	759	759	*	*	30%	56%	*	60%	61%
Hispanic	12	746	746	734	*	*	*	*	0%	50%	35%
Black or African American	15	725	725	731	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	49	758	758	754	*	*	22%	59%	*	63%	55%
Male	42	742	742	745	*	*	41%	38%	*	38%	46%
Economically Disadvantaged Students	38	735	735	731	*	*	34%	37%	*	37%	31%
Non-Economically Disadvantaged Students	53	762	762	762	*	*	28%	59%	*	62%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



H Ashton Marsh
2016-2017

Grade Span 3F-04

01-0010-060
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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	87	744	744	753	*	16%	25%	39%	*	47%	56%
White	52	754	754	762	*	*	27%	44%	*	58%	67%
Hispanic	10	719	719	740	*	*	*	*	0%	30%	40%
Black or African American	15	728	728	737	*	*	*	*	0%	27%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	45	750	750	758	*	*	*	44%	*	53%	61%
Male	42	738	738	749	*	*	*	33%	*	41%	51%
Economically Disadvantaged Students	37	734	734	737	*	*	*	30%	*	35%	36%
Non-Economically Disadvantaged Students	50	752	752	764	*	*	*	46%	*	56%	69%
Students with Disabilities	18	713	713	725	*	*	0%	*	*	22%	25%
Students without Disabilities	69	752	752	759	*	*	32%	*	*	54%	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%

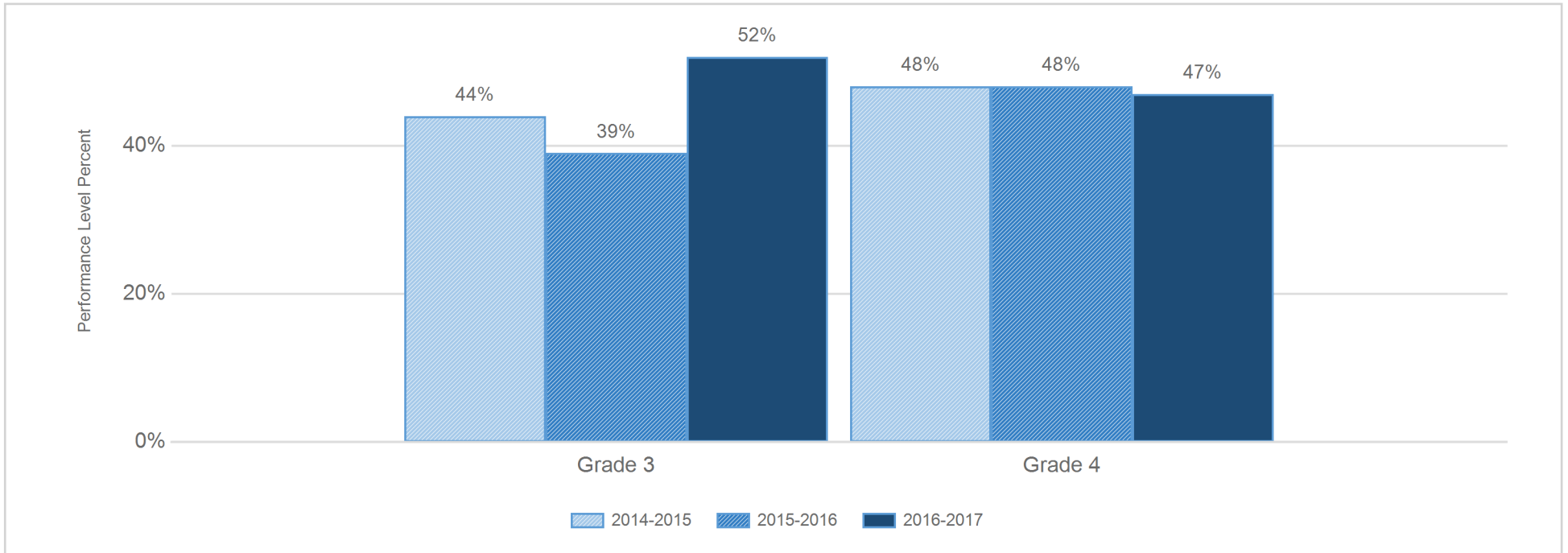


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2016-2017
Grade Span 3F-04**

**01-0010-060
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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2016-2017

Grade Span 3F-04

01-0010-060
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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	166	95.8	48.80	39.20	43.50	48.8	41	Met Target
White	102	96.5	59.80	46.00	52.40	59.8	46.2	Met Target
Hispanic	21	96.0	38.10	31.10	27.60	38.1	N	N
Black or African American	28	93.9	21.40	14.80	21.70	21.1	24.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	89	94.1	50.60	38.80	44.10	49.9		
Male	77	97.7	46.80	39.50	42.90	46.8		
Economically Disadvantaged Students	66	94.9	30.30	23.50	25.10	30.1	22.7	Met Target
Non-Economically Disadvantaged Students	100	96.4	61.00	47.20	54.30	61		
Students with Disabilities	24	92.9	29.20	*	16.50	28.3	23.4	Met Target
Students without Disabilities	142	96.3	52.20	*	48.80	52.2		
English Learners	26	93.3	30.70	26.60	23.30	30.1	42.9	Met Target†
Non-English Learners	140	96.2	52.20	40.40	45.20	52.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	N	15.10	N		
Military-Connected Students	N	N	N	N	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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2016-2017

Grade Span 3F-04

01-0010-060
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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	91	751	751	751	*	18%	24%	41%	*	54%	53%
White	56	759	759	759	*	*	25%	46%	18%	64%	63%
Hispanic	13	743	743	738	*	*	*	*	*	46%	37%
Black or African American	15	727	727	733	*	*	*	*	0%	20%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	49	753	753	751	*	*	*	43%	*	59%	52%
Male	42	748	748	751	*	*	*	38%	*	48%	53%
Economically Disadvantaged Students	38	738	738	736	*	*	26%	26%	*	34%	34%
Non-Economically Disadvantaged Students	53	760	760	761	*	*	23%	51%	*	68%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	90	739	739	747	*	18%	30%	37%	*	39%	47%
White	53	748	748	755	*	*	34%	45%	*	49%	59%
Hispanic	11	720	720	734	*	*	*	*	0%	27%	30%
Black or African American	16	718	718	729	*	*	*	*	0%	19%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	46	743	743	747	*	*	37%	35%	*	37%	47%
Male	44	735	735	747	*	*	23%	39%	*	41%	48%
Economically Disadvantaged Students	37	731	731	732	*	*	32%	*	*	24%	27%
Non-Economically Disadvantaged Students	53	745	745	757	*	*	28%	*	*	49%	61%
Students with Disabilities	18	712	712	724	*	*	*	*	*	22%	22%
Students without Disabilities	72	746	746	751	*	*	*	*	*	43%	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%

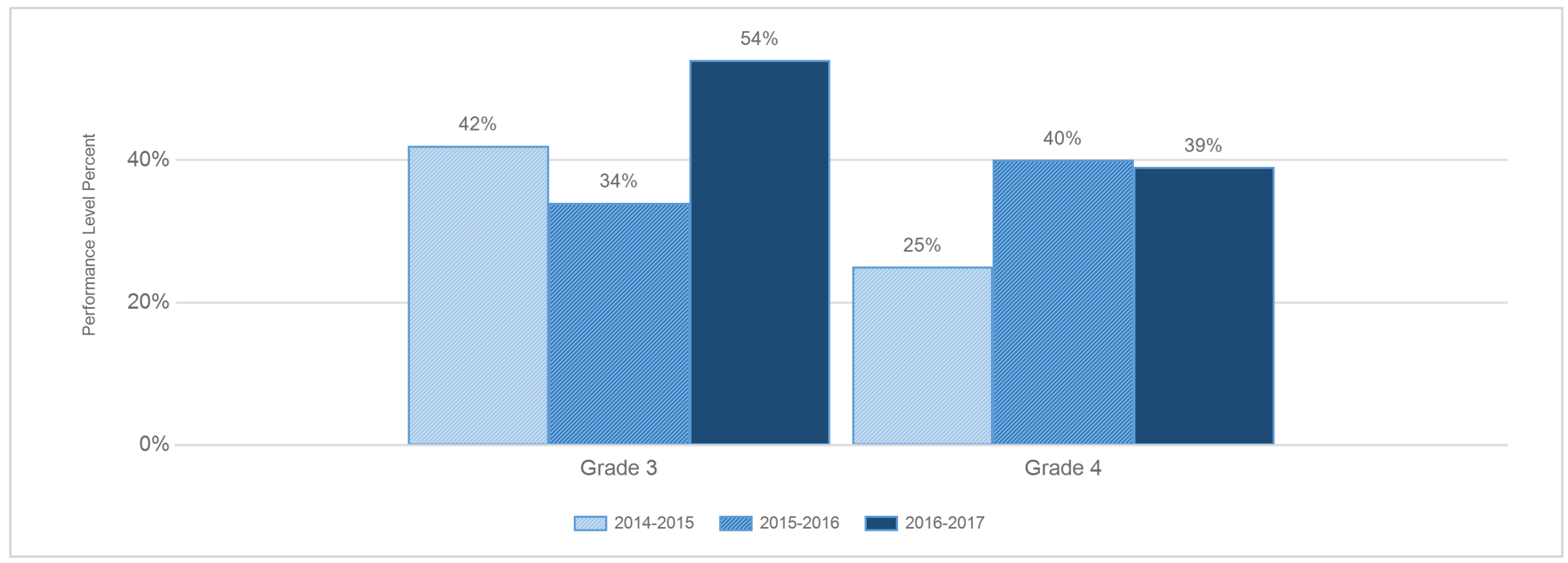


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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

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. The table also shows 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
1	19	84.2%	15.8%
2	16	87.5%	12.5%
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

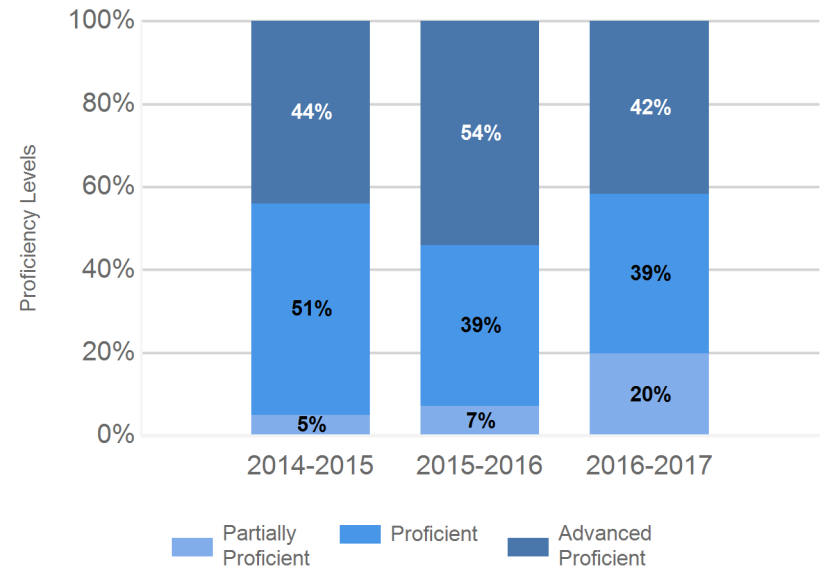
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	42%	39%	20%
White	56%	31%	14%
Hispanic	25%	42%	33%
Black or African American	13%	56%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	26%	47%	26%
Students with Disabilities	22%	28%	50%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49.5	45	50	Met Target	71	46	50	Exceeds Target
White	55.5	44	50	Met Target	78	50	52	Exceeds Target
Hispanic	*	*	49	**	*	*	47	**
Black or African American	50	50	45	**	63	43	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	60	**	*	*	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	49.5	41	47	Met Target	63	44	46	Exceeds Target
Students with Disabilities	29	29	41	**	68	43	43	**
English Learners	54.5	43	53	**	62	43.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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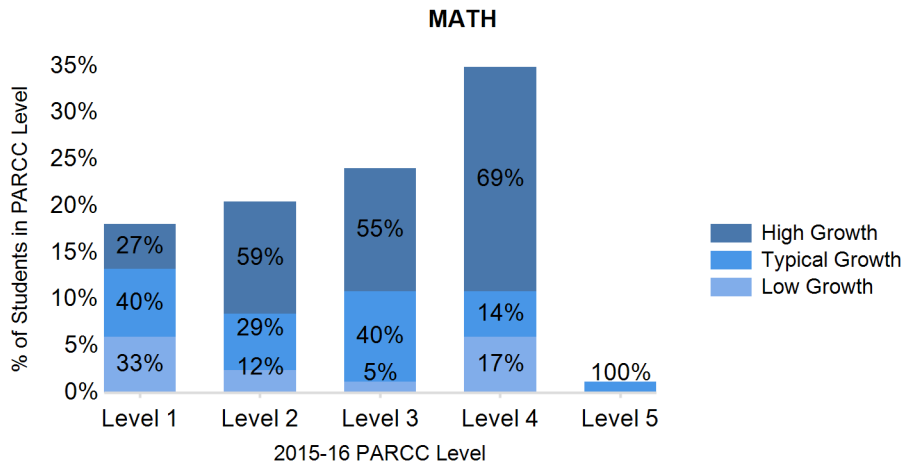
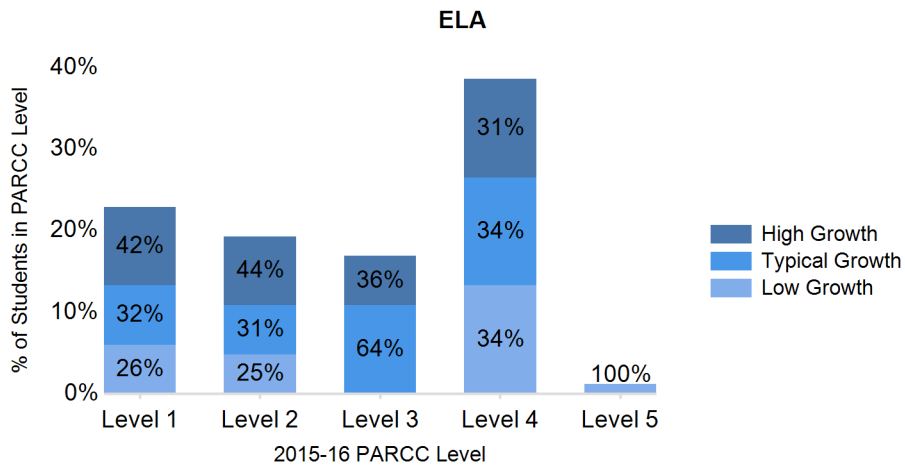
Each student receives a **Student Growth Percentile (SGP)** for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in the prior year.

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**

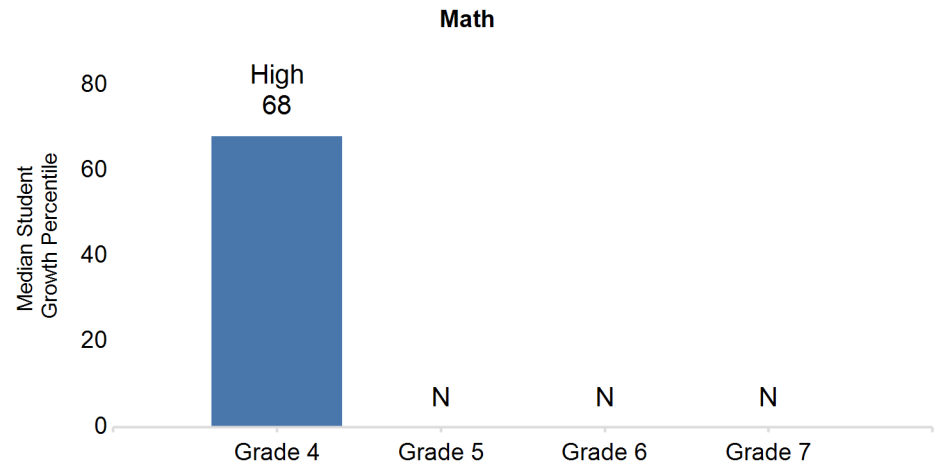
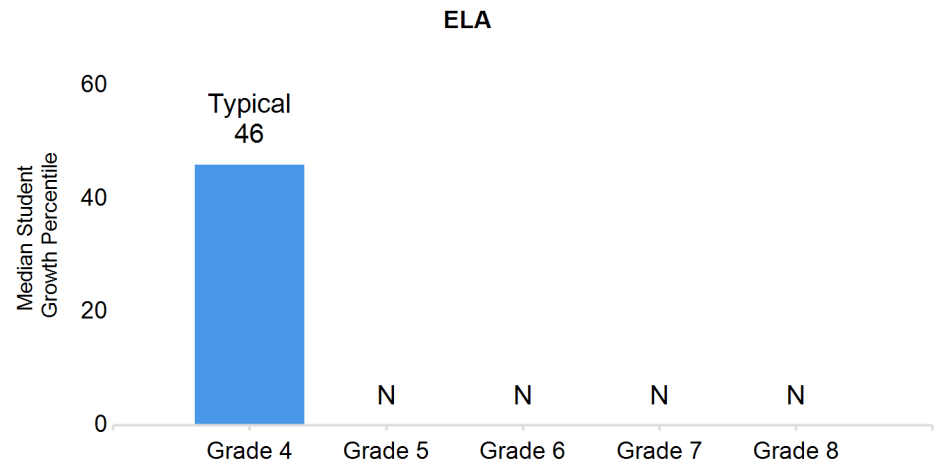
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

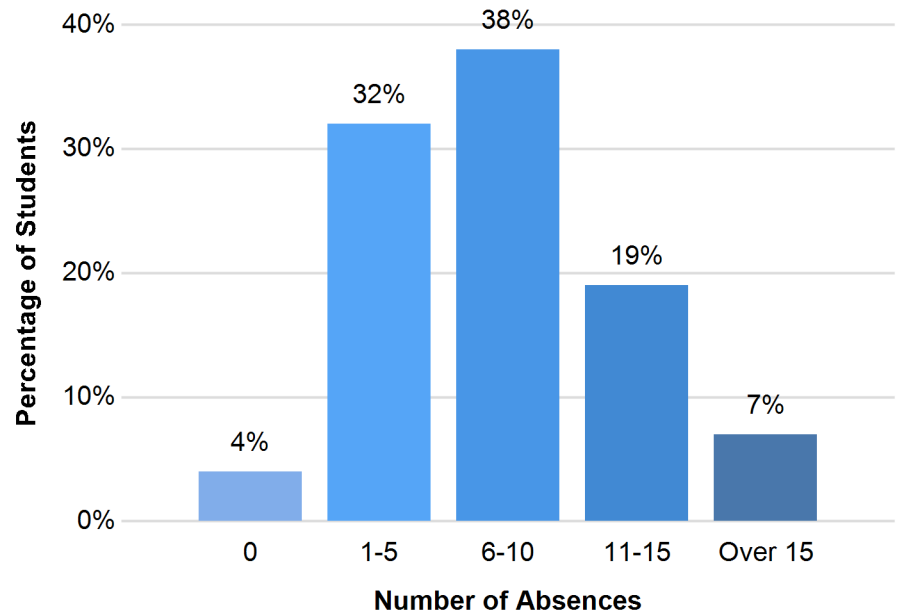
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.30	8.70	Met Target
White	5.30	8.70	Met Target
Hispanic	3.20	8.70	Met Target
Black or African American	13.20	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	7.40	8.70	Met Target
American Indian or Alaska Native	N	**	**
Two or More Races	9.50	8.70	Not Met
Economically Disadvantaged Students	10.70	8.70	Not Met
Students with Disabilities	8.60	8.70	Met Target
English Learners	4.90	8.70	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



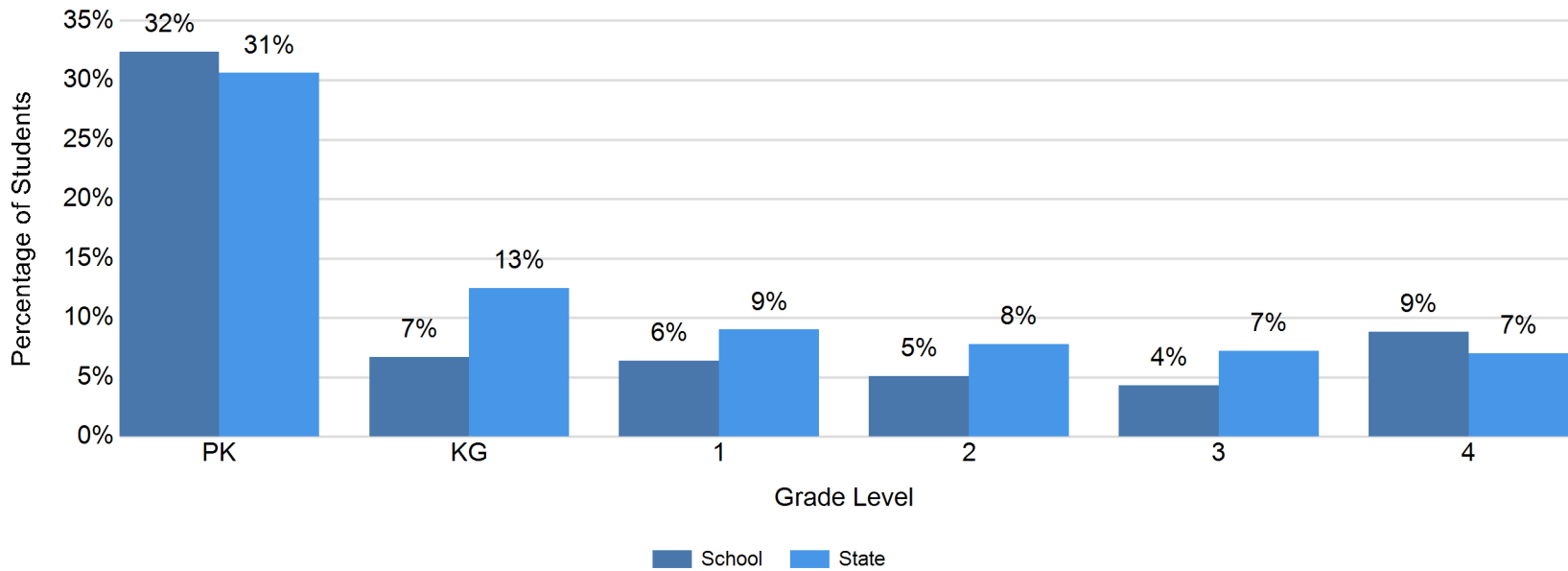


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:10AM
Typical End Time	2:30PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	6 Hrs. 25 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	6
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.27

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	1.3%
Any Suspension	1.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.4:1	120.0 kbps	100 kbps	Yes	N	Fiber	N

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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total	\$950	\$11,148	\$12,098



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2016-2017**

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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers – Experience and Certifications

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

Category	Teachers in Schools	Teachers in State
Total Number of teachers	41	121,048
Average years experience in public schools	14.2	11.8
Average years experience in district	13.4	10.5
Teachers in district for 4 or more years	81%	74%

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	4	9,533
Average years experience in public schools	20.8	15.9
Average years experience in district	8.3	11.6
Administrators in district for 4 or more years	50%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	11:1
Administrators	473:1	208:1
Librarian/Media Specialists		833:1
Nurses		833:1
Counselors		833:1
Child Study Team		417:1



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2016-2017

Grade Span 3F-04

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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. 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.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	93%	89%
2015-16 Administrators: Same district 2016-17	75%	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	93%



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2016-2017
Grade Span 3F-04

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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	39.1	17.5%
Mathematics Proficiency	52.0	17.5%
English Language Arts Growth	52.9	25.0%
Mathematics Growth	96.8	25.0%
Chronic Absenteeism	51.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		61.1
Summative Rating: Percentile rank of Summative Score		67.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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2016-2017

Grade Span 3F-04

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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	N/A	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
White	65.8	No	Met Target	Met Target	Met Target	Met Target	Exceeds Target	No
Hispanic	**	No	N	N	Met Target	**	**	No
Black or African American	**	No	Met Target†	Met Target†	Not Met	**	**	No
Asian, Native Hawaiian, or Pacific Islander	**	No	**	**	Met Target	**	**	No
American Indian or Alaska Native	**	No	**	**	**	**	**	No
Two or More Races	**	No	**	**	Not Met	**	**	No
Economically Disadvantaged Students	63.2	No	Met Target	Met Target	Not Met	Met Target	Exceeds Target	No
Students with Disabilities	**	No	Met Target†	Met Target	Met Target	**	**	No
English Learners	**	No	Met Target†	Met Target†	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



H Ashton Marsh
2016-2017

Grade Span 3F-04




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School General Info

Principal:	Mr. Giardina	Email Address:	jgiardina@abseconschools.org
Address:	800 IRELAN AVE ABSECON, NJ 08201	Website:	https://abseconschools.org
Phone:	(609)641-5375	Facebook:	N/A
		Twitter:	N/A

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • H. Ashton Marsh School houses two new Preschools through a NJ state grant. • H. Ashton Marsh School fosters 21st century learning by providing an intensive STEAM prog • H. Ashton Marsh School is a recipient of the AtlantiCare Healthy School Award
 <p>Mission, Vision, Theme:</p>	<p>The H. Ashton Marsh Elementary School is committed to providing educational excellence by challenging our children with state-of-the-art programs which empower students to make responsible choices, achieve personal success and contribute to a global 21st century society. Our school philosophy is that learning activities should be individual as well as cooperative to accommodate all learners.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The H.Ashton Marsh School was the 2000-2001 recipient of a Best Practice award from the New Jersey Department of Education in Language Arts Literacy for an International Theme project in grade four. Marsh was also selected as Atlantic County's most improved school for the Healthy Schools Initiative sponsored by AtlantiCare in 2008 and won their grant each year after up to and including 2017. Marsh was awarded a NJ grant to establish two new Preschool programs in 2013.</p>






**H Ashton Marsh
2016-2017**

Grade Span 3F-04

**01-0010-060
ATLANTIC
ABSECON CITY
800 IRELAN AVE
ABSECON, NJ 08201**

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>The Preschool utilizes the Teaching Strategies curriculum and assesses with Teaching Strategies GOLD. Our rigorous Kindergarten is writing intensive yet allows students to explore as well. They also assess with the Teaching Strategies GOLD component. Grade one is a center-based program. Grades two through four experience a total leveling of their language arts and math programs known as the FIT (Focused Instruction Time) program. The Diagnostic Reading Assessment (DRA) is also implemented.</p>
 <p>Clubs and Activities:</p>	<p>H.Ashton Marsh School provides Chorus and Instrumental Music clubs before school to students in grade four.</p>
 <p>Before and After School Programs:</p>	<p>H. Ashton Marsh offers enrichment through our PTO. Teachers offer courses from robotics to gymnastics. We also offer an afterschool Title I program to help learners gain extra practice in areas of deficiency. An afterschool PARCC practice program is also offered to those individuals meeting the requirements.</p>







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 <p>Staff and Professional Learning:</p>	<p>A comprehensive professional development program and activities provide the teaching and paraprofessional staff opportunity to model life-long learning, to be innovative and to continue to grow as professionals. We also offer three in-service days a year to all professional staff. Training in order to educate our staff regarding the most updated safety procedures. The staff of the H.A. Marsh school has a very active ScIP Committee to help drive the professional development needs of the staff.</p>
 <p>Student Supports and Services:</p>	<p>The H.A. Marsh School offers classes for English Language Learners with staff interacting with the families of our students via home visits. The Intervention and Referral Services team meets weekly to evaluate students referred to them by teachers. Our Child Study Team provides testing for students who have gone through our Intervention and Referral Services as well as parent requests.</p>
 <p>Student Health and Wellness:</p>	<p>H. Ashton Marsh offers a garden club that provides vegetables to the cafeteria on a limited basis for teacher lunches. Our physical education teacher offers a wellness program including nutritional information as well as a mileage club for the students. The district offers a breakfast program for our students. The Marsh School receives a grant from AtlantiCare to promote healthy schools.</p>
 <p>Parent and Community Involvement:</p>	<p>H. Ashton Marsh has a very active PTO. Fundraisers and academic programming bring in money that directly is put back into the school to the benefit of all students. We also offer a Parent Advisory Committee (SEPAG) that meets during the year. Students and parents may access classroom work and report card grades through our parent/student portal. Marsh also has a relationship with AtlantiCare as well as the Absecon Municipal Alliance which sponsors our annual Hooked on Fishing event.</p>




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 <p>Facilities:</p>	<p>The H. A. Marsh school was built in 1990 making it twenty seven years old. The building has had a major renovation in 2015. New flooring, bathroom updates, doorlocks, and some roofing repairs were completed. New telephones and telephone lines have been installed and updated. A new computer network using fiber-optic cable is now used. A state-of-the-art STEAM lab receives the population to work on 3D printing and 21st century skills. The air conditioning tower is scheduled to be updated in 2018.</p>
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Other Information:

Our school day is very intense from Preschool through grade 4. Preschool teachers use the Creative Curriculum and students are assessed through Teaching Strategies GOLD as is the Kindergarten. The Kindergarten through fourth grade curriculum focuses on reading, writing, mathematics, social studies, and science. Our constant focus on literacy has allowed us to implement a balanced literacy program which is uniform and progressive throughout all grade levels. Grades two through four experience a total leveling of their language arts and math programs known as the FIT (Focused Instruction Time) program. Teachers involved include those from Title I, LRC, ELL and regular education. The Diagnostic Reading Assessment (DRA) is also implemented in order to more accurately focus in on an individual's reading and instructional levels. Students are immersed in writing through the execution of The Writer's Workshop. It is a part of each student's schedule every day. Special area subjects such as art, music, library, technology and physical education are also part of our comprehensive educational program. Our district is currently updating our school safety procedures and has placed safety and security as a priority. The Marsh School provides IPAD carts K-2 and Chromebooks to students in grades three and four. A targeted Gifted and Talented program is offered in grade four and an extensive enrichment program is offered to students in grades Kindergarten to three.