NJ SCHOOL PERFORMANCE REPORT

Atlantic City High School
(01-0110-010)
Grades Offered: 09-12
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Dr. La'Quetta Small
Address	1400 N Albany Avenue Atlantic City, NJ 08401-6153
Phone Number	609-343-7300
Email Address	lsmall@acboe.org
Website	https://www.acboe.org/achs
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	568	518	455
10	460	441	509
11	395	414	369
12	420	461	446
Total	1,843	1,834	1,779

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.1%	46.2%	46.7%
Male	51.9%	53.8%	53.3%
Economically Disadvantaged Students	79.1%	80.5%	79.4%
Students with Disabilities	17.4%	18.4%	18.0%
English Learners	8.9%	8.0%	9.7%
Homeless Students	0.9%	0.9%	1.7%
Students in Foster Care	0.7%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.1%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.4%	14.0%	13.0%
Hispanic	36.5%	35.4%	36.2%
Black or African American	28.2%	28.1%	27.8%
Asian	20.0%	21.1%	21.6%
Native Hawaiian or Pacific Islander	0.4%	0.7%	0.9%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	0.2%	0.3%	0.5%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,843	1,834	1,779
Shared Time Students	0	0	0
Full Time Equivalent	1,843	1,834	1,779

Enrollment by Home Language

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

Home Language	% of Students
English	56.0%
Spanish	23.9%
Bengali	9.7%
Vietnamese	2.4%
Urdu	2.0%
Other Languages	6.1%

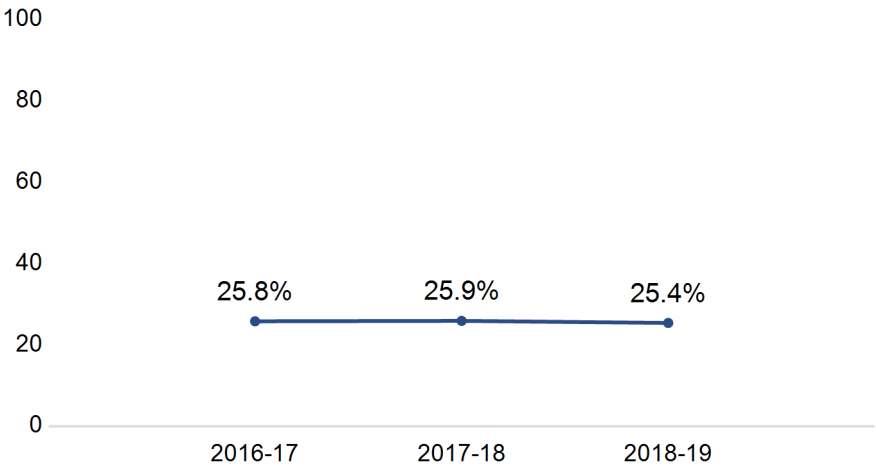**NJ SCHOOL PERFORMANCE REPORT**

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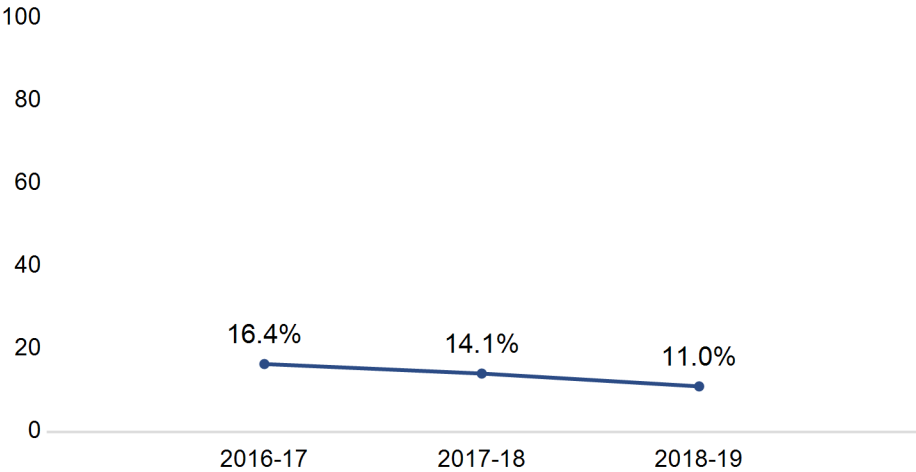
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	25.8%	25.9%	25.4%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	16.4%	14.1%	11.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.1%	92.9%	89.6%	96.2%	93.4%	91.4%
Proficiency Rate for Federal Accountability	25.8%	25.9%	25.4%	16.4%	14.1%	11.0%
Annual Target	35.7%	38.1%	40.4%	17.7%	21.0%	24.2%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

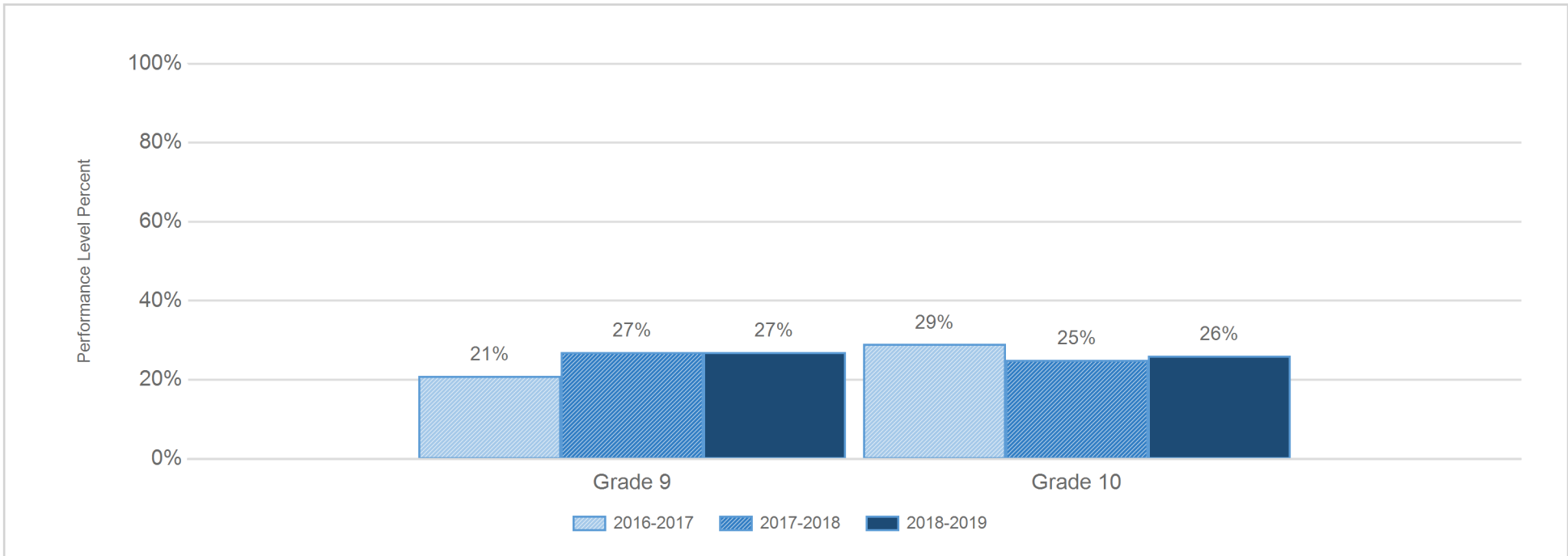| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	856	89.6	26.8	32.7	57.9	25.4	40.4	Not Met
White	*	*	*	44.7	66.9	48.1	57.5	Not Met
Hispanic	319	89.3	14.4	27.8	43.9	13.6	32	Not Met
Black or African American	237	81.6	11.0	20.0	38.5	*	26.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	190	97.9	55.3	66.2	82.9	55.3	64.6	Not Met
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	400	91.8	33.3	*	64.8	32.3		
Male	456	87.7	21.1	*	51.3	19.5		
Economically Disadvantaged Students	642	89.1	23.2	*	40.0	*	38.4	Not Met
Non-Economically Disadvantaged Students	214	90.9	37.4	*	67.9	*		
Students with Disabilities	137	84.3	*	*	22.7	*	16.2	Not Met
Students without Disabilities	719	90.6	*	*	65.1	*		
English Learners	100	95.3	*	*	29.3	*	22.1	Not Met
Non-English Learners	756	88.9	*	*	60.6	*		
Homeless Students	17	90.9	*	13.9	29.1	*		
Students In Foster Care	*	*	*	20.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade 9: 2016-2017 21%, 2017-2018 27%, 2018-2019 27%
Grade 10: 2016-2017 29%, 2017-2018 25%, 2018-2019 26%

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English Language Arts Assessment - Performance by Grade: Grade 9

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	402	724	724	753	32%	18%	23%	20%	7%	27%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	161	712	712	737	42%	22%	22%	*	*	14%	40%
Black or African American	115	710	710	732	43%	24%	20%	*	*	13%	33%
Asian, Native Hawaiian, or Pacific Islander	82	753	753	783	*	*	23%	37%	21%	57%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	198	732	732	760	23%	19%	24%	25%	10%	35%	63%
Male	204	716	716	746	41%	18%	22%	15%	5%	20%	49%
Economically Disadvantaged Students	315	721	721	734	36%	17%	23%	17%	6%	23%	36%
Non-Economically Disadvantaged Students	87	737	737	762	18%	21%	21%	29%	11%	40%	65%
Students with Disabilities	59	686	686	717	*	*	*	*	*	*	17%
Students without Disabilities	343	731	731	760	*	*	*	*	*	*	63%
English Learners	32	689	689	693	*	*	*	*	*	*	*
Non-English Learners	370	727	727	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	469	717	717	757	42%	17%	15%	17%	9%	26%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	164	700	700	738	54%	20%	12%	*	*	14%	43%
Black or African American	127	694	694	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	109	753	753	792	*	*	23%	32%	22%	54%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	214	722	722	766	39%	14%	16%	21%	9%	30%	66%
Male	255	713	713	749	44%	19%	15%	14%	9%	23%	51%
Economically Disadvantaged Students	337	712	712	735	46%	17%	15%	15%	8%	23%	40%
Non-Economically Disadvantaged Students	132	730	730	767	31%	17%	17%	23%	12%	35%	67%
Students with Disabilities	77	678	678	711	*	*	*	*	*	*	19%
Students without Disabilities	392	724	724	765	*	*	*	*	*	*	65%
English Learners	44	677	677	687	*	*	*	*	*	*	*
Non-English Learners	425	721	721	760	*	*	*	*	*	*	*
Homeless Students	11	689	689	723	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	824	91.4	11.4	*	44.5	11.0	24.2	Not Met
White	*	*	19.4	23.8	54.1	19.4	35.2	Not Met
Hispanic	312	91.6	*	17.5	28.8	*	19.1	Not Met
Black or African American	251	85.8	*	*	23.0	*	14.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	158	98.1	32.3	56.6	76.5	32.3	46.9	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	382	92.7	10.5	22.0	44.9	10.4		
Male	442	90.4	12.2	21.6	44.2	11.7		
Economically Disadvantaged Students	618	90.6	*	21.3	26.3	*	23.4	Not Met
Non-Economically Disadvantaged Students	206	93.8	*	26.2	54.9	*		
Students with Disabilities	137	87.6	*	*	17.4	*	12.6	Not Met
Students without Disabilities	687	92.2	*	*	50.0	*		
English Learners	88	96.7	*	23.5	25.0	*	17.3	Not Met
Non-English Learners	736	90.8	*	21.1	46.5	*		
Homeless Students	16	86.4	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
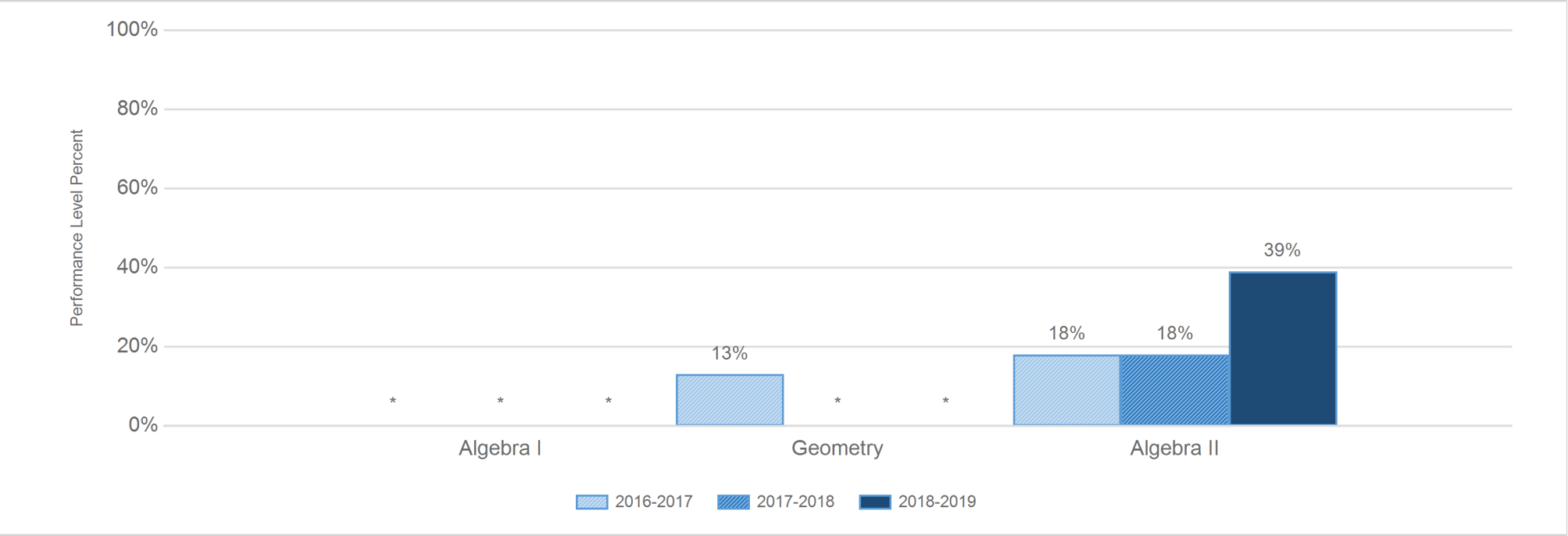
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	375	712	722	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	168	710	717	728	*	*	*	*	*	*	24%
Black or African American	132	707	713	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	45	724	752	775	*	38%	29%	*	*	18%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	178	711	720	745	*	*	*	*	*	*	44%
Male	197	713	725	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	303	711	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	72	717	723	752	*	*	*	*	*	*	52%
Students with Disabilities	82	701	704	717	*	*	*	*	*	*	12%
Students without Disabilities	293	715	727	748	*	*	*	*	*	*	47%
English Learners	45	701	*	710	*	*	*	*	*	*	*
Non-English Learners	330	713	724	745	*	*	*	*	*	*	*
Homeless Students	10	700	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	334	713	713	737	*	*	*	*	*	*	35%
White	56	721	721	743	21%	29%	34%	*	*	16%	43%
Hispanic	118	711	711	724	*	*	*	*	*	*	17%
Black or African American	103	702	702	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	152	714	714	738	*	*	*	*	*	*	36%
Male	182	712	712	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	227	711	711	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	107	717	717	743	*	*	*	*	*	*	43%
Students with Disabilities	52	697	697	712	*	*	*	*	*	*	*
Students without Disabilities	282	716	716	741	*	*	*	*	*	*	*
English Learners	13	707	707	708	*	*	*	*	*	*	*
Non-English Learners	321	713	713	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

| 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	129	731	731	755	25%	19%	17%	*	*	39%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	31	713	713	731	35%	*	*	*	*	23%	34%
Black or African American	22	698	698	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	60	751	751	777	*	*	20%	*	*	58%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	61	731	731	752	21%	21%	20%	*	*	38%	55%
Male	68	731	731	758	28%	18%	15%	*	*	40%	62%
Economically Disadvantaged Students	98	728	728	729	*	*	*	*	*	34%	32%
Non-Economically Disadvantaged Students	31	742	742	761	*	*	*	*	*	55%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

Atlantic City High School
(01-0110-010)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) 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
9	N	N
10	*	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	29.3%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	88	*	*
3-4	59	*	*
5 or more	21	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
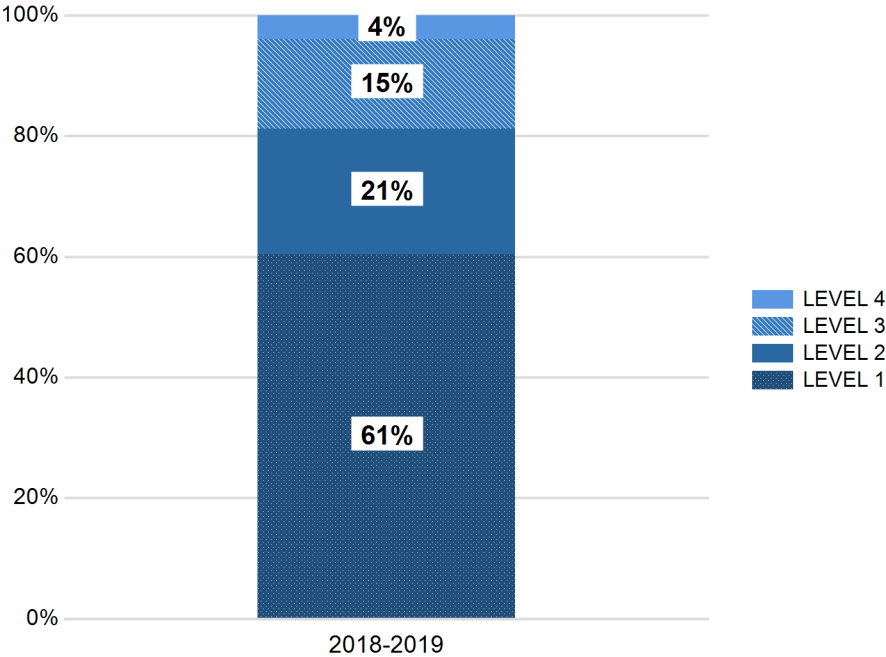
NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	21	15	4
White	40	22	29	9
Hispanic	75	21	4	0
Black or African American	78	17	6	0
Asian, Native Hawaiian, or Pacific Islander	38	24	27	11
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	59	25	13	4
Male	62	17	16	5
Economically Disadvantaged Students	65	21	11	4
Non-Economically Disadvantaged Students	50	20	24	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	89	11	0	0
Non-English Learners	58	22	16	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Atlantic City High School

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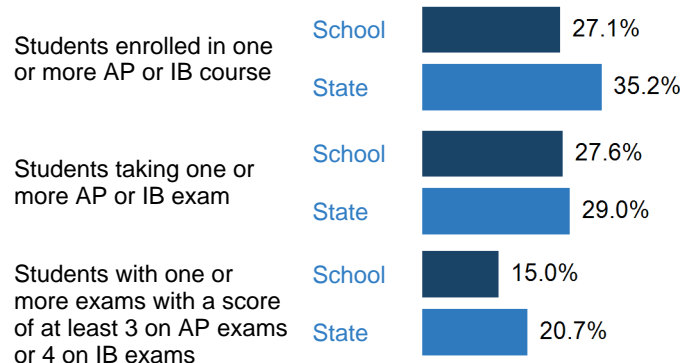
Grades Offered: 09-12

2018-2019

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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	91.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	62.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	11.7%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	418	476	Grade 10: 430 Grade 11: 460	38%	61%
PSAT 10/NMSQT - Math	425	477	Grade 10: 480 Grade 11: 510	24%	43%
SAT - Reading and Writing	512	539	480	62%	70%
SAT - Math	509	541	530	42%	53%
ACT - Reading	23	25	22	54%	66%
ACT - English	22	24	18	73%	81%
ACT - Math	22	24	22	50%	65%
ACT - Science	22	24	23	46%	57%

NJ SCHOOL PERFORMANCE REPORT

Atlantic City High School
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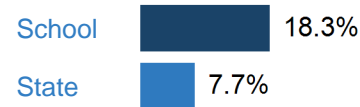Grades Offered: 09-12
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.

Students enrolled in one or more AP or IB course
- School 27.1%
- State 35.2%

Students taking one or more AP or IB exam
- School 27.6%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 15.0%
- State 20.7%

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.

Students enrolled in one or more dual enrollment course
- School 0.0%
- State 19.0%
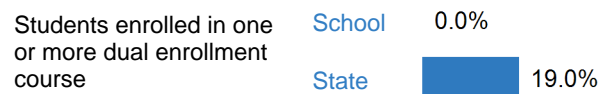
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	26	25
AP Calculus AB	35	34
AP Calculus BC	17	17
AP Chemistry	9	9
AP Computer Science A	0	1
AP English Language and Composition	101	100
AP English Literature and Composition	20	20
AP Environmental Science	37	36
AP French Language and Culture	15	15
AP Government	31	0
AP Latin (Virgil, Catullus and Horace)	3	3
AP Macroeconomics	0	31
AP Microeconomics	0	31
AP Music Theory	0	6
AP Physics 1	19	18
AP Physics C	21	0

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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Mechanics	0	21
AP Psychology	25	25
AP Spanish Language	15	15
AP Statistics	69	69
AP Studio Art—Drawing Portfolio	0	10
AP U.S. Government and Politics	0	31
AP U.S. History	127	56
Total Exams taken		573
Exams with scores of at least 3 on AP exams or 4 on IB exams		283

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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)

School   18.3%
State   7.7%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)
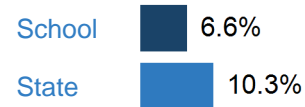
School   6.6%
State   10.3%

Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences

School   3.1%
State   3.3%

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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	18.3%	6.6%	7.7%	10.3%
White	*	6.9%	6.1%	9.6%
Hispanic	14.8%	6.1%	10.3%	11.3%
Black or African American	26.9%	9.7%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	14.0%	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	16.4%	5.8%	7.3%	10.6%
Male	19.9%	7.4%	8.0%	10.1%
Economically Disadvantaged Students	18.6%	7.0%	10.4%	11.8%
Students with Disabilities	22.8%	7.8%	6.6%	9.2%
English Learners	15.6%	*	8.7%	3.2%
Homeless Students	32.3%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School   0.0%

State   0.9%
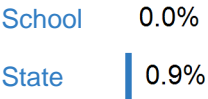
Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	*		
Arts, AV Technology & Communications	201		
Finance	*		
Hospitality & Tourism	87		
Manufacturing	88		
Total (All Clusters)	443	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	312	86	1	0	0	0	88
10	47	307	41	40	2	14	81
11	18	35	164	63	26	29	54
12	10	13	52	18	63	73	30
Total	387	441	258	121	91	116	253
Enrolled in AP/IB Course					52	69	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	253	0	0	145	6	20
10	134	200	12	31	6	23
11	31	87	15	31	74	57
12	25	11	15	26	77	20
Total	443	298	42	233	163	120
Enrolled in AP/IB Course	26	9		37	40	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	393	8	0	0	0	45
10	19	448	0	2	3	35
11	7	344	0	28	0	27
12	5	59	31	64	11	72
Total	424	859	31	94	14	179
Enrolled in AP/IB Course	0	127	0	25		31
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	221	63	0	6	0	0	0
10	267	64	17	7	0	0	0
11	117	37	7	8	0	0	0
12	29	19	2	4	0	0	0
Total	634	183	26	25	0	0	0
Enrolled in AP/IB Course	15	15	0	3	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	109	21	8	9	0	0	0

Atlantic City High School
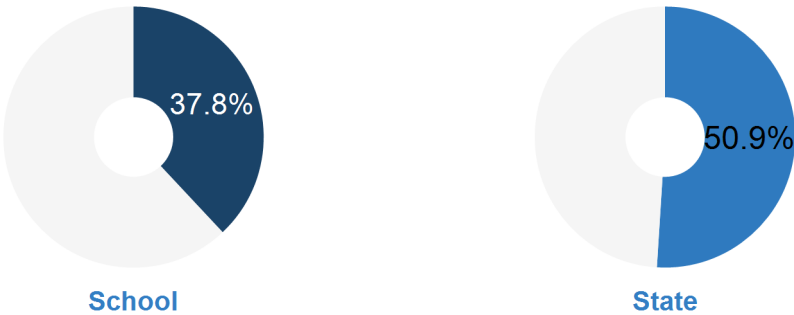(01-0110-010)
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2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	4	0	0	0	0	0
11	6	0	0	0	0	0
12	11	0	0	0	0	0
Total	21	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

37.8% — **School**

50.9% — **State**

Students enrolled in one or more classes by discipline:

MUSIC
School 8.7%
State 17.6%

DANCE
School 3.1%
State 2.3%

DRAMA
School 1.7%
State 3.9%

VISUAL ARTS
School 26.2%
State 32.9%

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends

- Cohort 2017: 80.5%
- Cohort 2018: 81.1%
- Cohort 2019: 80.7%

5-Year Graduation Rate Trends
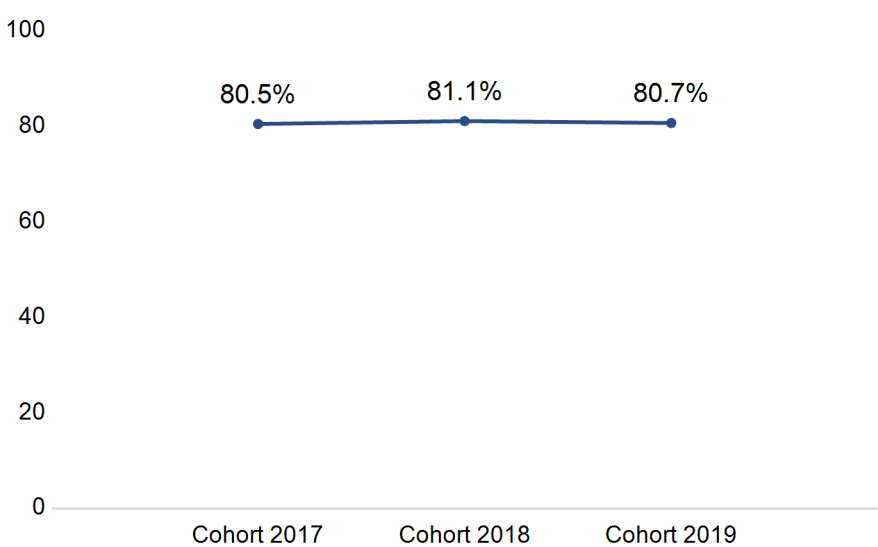
- Cohort 2016: 82.5%
- Cohort 2017: 86.0%
- Cohort 2018: 87.1%
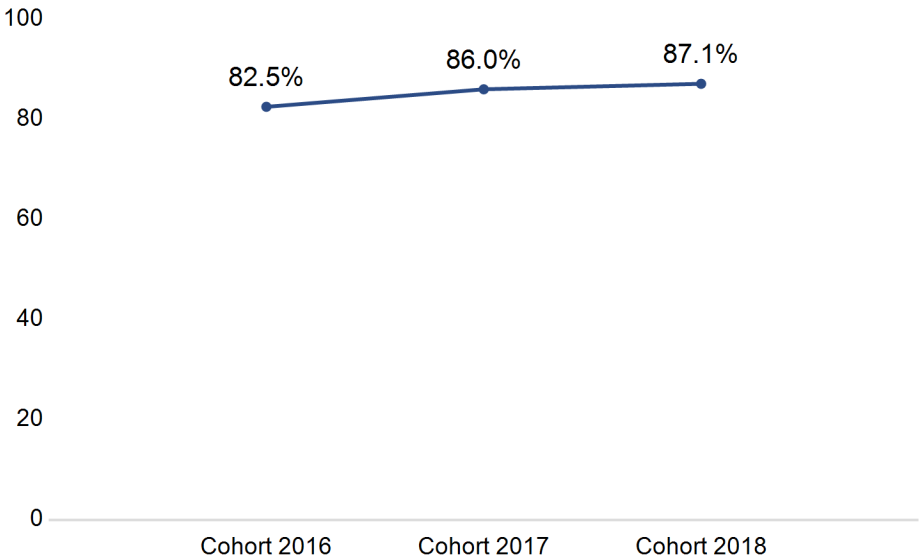
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	80.5%	81.1%	80.7%	82.5%	86.0%	87.1%
Annual Target	75.8%	76.9%		77.7%	78.7%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

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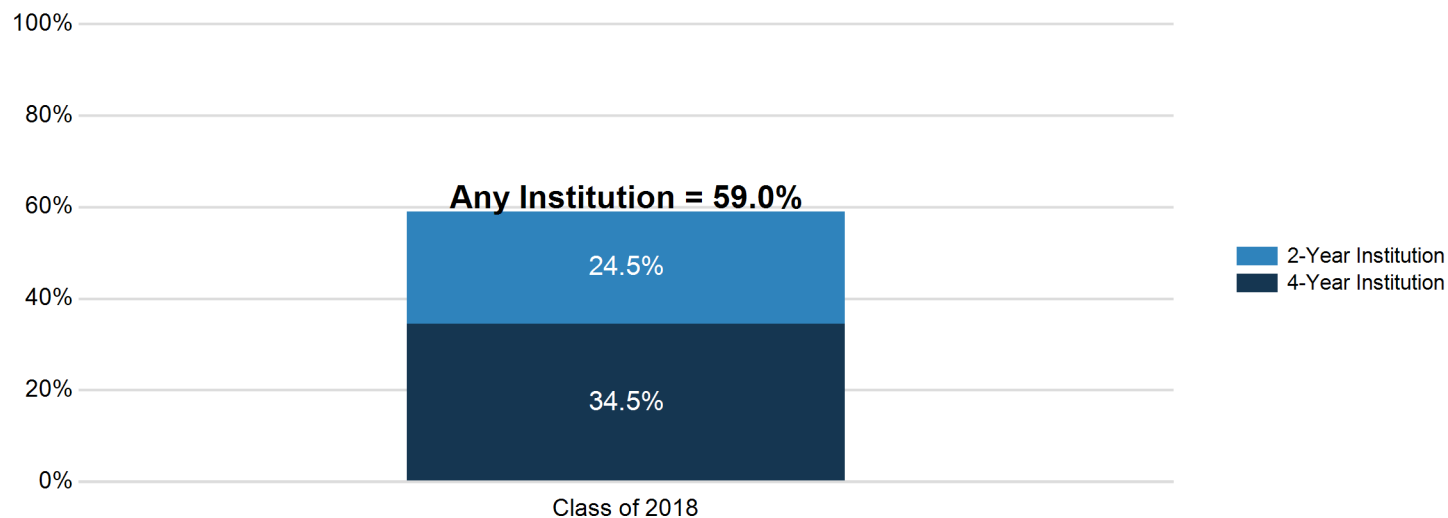Grades Offered: 09-12
2018-2019

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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	80.7%	90.6%	87.1%	92.5%	81.1%	76.9%	Met Target	86.0%	78.7%	Met Target
White	91.0%	94.9%	92.8%	95.9%	89.4%	87.3%	Met Target	*	87.3%	Met Target
Hispanic	75.0%	84.5%	84.6%	87.3%	77.2%	67.4%	Met Target	85.6%	77.0%	Met Target
Black or African American	71.4%	83.3%	82.0%	87.1%	73.3%	72.2%	Met Target	77.0%	70.2%	Met Target
Asian, Native Hawaiian or Pacific Islander	97.2%	96.9%	94.1%	97.8%	93.1%	89.5%	Met Target	98.9%	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	89.4%	92.8%	90.9%	94.4%	86.3%			89.1%		
Male	73.4%	88.5%	83.9%	90.8%	76.7%			83.0%		
Economically Disadvantaged Students	81.3%	84.0%	84.7%	87.3%	77.4%	74.7%	Met Target	84.7%	75.9%	Met Target
Students with Disabilities	77.5%	79.2%	84.4%	83.8%	75.9%	69.4%	Met Target	79.5%	66.2%	Met Target
English Learners	76.0%	75.4%	78.3%	80.1%	72.9%	74.4%	Not Met	82.5%	79.1%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	59.2%	49.8%
Substitute Competency Test	14.2%	30.1%
Portfolio Appeals Process	10.4%	0.2%
Alternate Requirements specified in IEP	16.2%	19.9%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	4.7%	1.2%
2017-2018	3.0%	1.2%
2016-2017	2.4%	1.1%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 59.0%

24.5%
34.5%

Class of 2018

- 2-Year Institution
- 4-Year Institution

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	24.5%
% Enrolled in 4-Year Institution	34.5%
% Enrolled in Any Postsecondary Institution	59.1%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	57.1%	34.6%	65%
White	62.5%	25%	75%
Hispanic	38.5%	59.6%	38.5%
Black or African American	47.4%	44.4%	55.6%
Asian, Native Hawaiian, or Pacific Islander	87.9%	19.1%	80.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	53.7%	39.9%	59.5%
Students with Disabilities	30.4%	58.3%	37.5%
English Learners	45.8%	81.8%	18.2%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

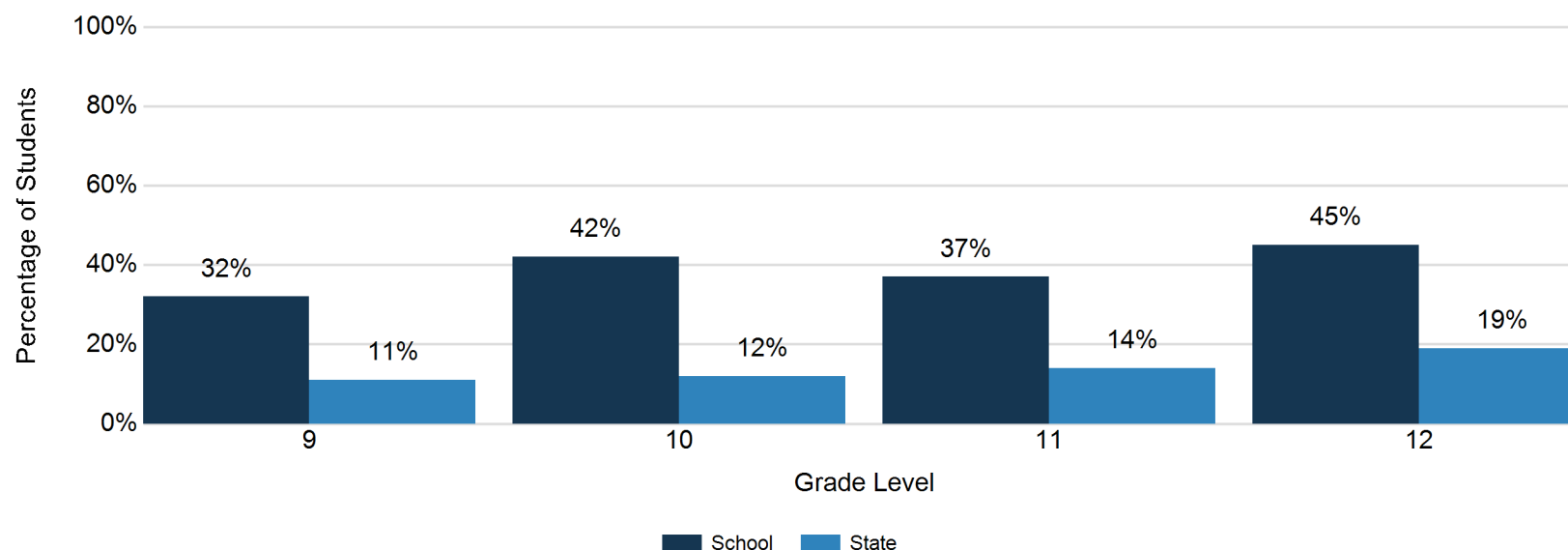| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	59.1%	41.5%	58.5%	88.1%	11.9%	81.6%	18.4%
White	74.3%	25.5%	74.5%	80%	20%	65.5%	34.5%
Hispanic	49.1%	70.2%	29.8%	96.4%	3.6%	91.7%	8.3%
Black or African American	41.6%	38.5%	61.5%	84.6%	15.4%	82.7%	17.3%
Asian, Native Hawaiian, or Pacific Islander	86.6%	25%	75%	86.9%	13.1%	81%	19%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.3%	44.8%	55.2%	91%	9%	87.6%	12.4%
Students with Disabilities	32.1%	65.4%	34.6%	80.8%	19.2%	80.8%	19.2%
English Learners	41.7%	90%	10%	100%	0%	80%	20%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	725	39.4	14.2	Not Met
White	*	*	14.2	Not Met
Hispanic	282	42.9	14.2	Not Met
Black or African American	267	50.1	14.2	Not Met
Asian, Native Hawaiian, or Pacific	80	19.9	14.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	335	39.4		
Male	390	39.4		
Economically Disadvantaged Students	598	40.9	14.2	Not Met
Students with Disabilities	170	48.0	14.2	Not Met
English Learners	51	29.8	14.2	Not Met
Homeless Students	23	63.9		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	126
Weapons	10
Vandalism	7
Substances	34
Harassment, Intimidation, Bullying (HIB)	23
Total Unique Incidents	199
Incidents Per 100 Students Enrolled	11.19

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	4	4
Religion	1	0	1
Ancestry	1	0	1
Gender	2	11	13
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	8	8
No Identified Nature	146		146

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	683	38.4%
Out-of-School Suspensions	464	26.1%
Any Suspension	756	42.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
4232

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	154	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.4	10.8
Percentage of Teachers with 4 or more years experience in the district	88.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	10:1
Students to Administrators	297:1	219:1
Teachers to Administrators	26:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.7%	46.1%	33.3%	48.4%	77.1%	54.9%
Male	53.3%	53.9%	66.7%	51.6%	22.9%	45.1%
White	13.0%	74.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	36.2%	8.4%	16.7%	29.9%	7.3%	7.2%
Black or African American	27.8%	14.3%	33.3%	15.0%	6.6%	13.9%
Asian	21.6%	0.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	1.9%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 49%
Admin N/A

Master's Degree

Teacher 50%
Admin 83%

Doctoral Degree

Teacher 1%
Admin 17%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.8%	25.9%	25.4%
Math Proficiency	16.4%	14.1%	11.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	80.5%	81.1%	80.7%
5-Year Graduation Rate†	82.5%	86.0%	87.1%
Progress toward English Language Proficiency		22.9%	29.3%
Chronic Absenteeism	32.3%	31.4%	39.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Atlantic City High School
(01-0110-010)
Grades Offered: 09-12
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Target	Met Target	Met Target†	Not Met	No
White	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Not Met	Met Target	Met Goal	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	Met Target	**	Not Met	No

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

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(01-0110-010)

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School Narrative

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

Highlights:	• Atlantic City High School has partnerships and articulation agreements with local colleges • Atlantic City High School offers 19 Advanced Placement Programs • Navy ROTC Unit awarded the Distinguished Unit with Academic Honors Award
Mission, Vision, Theme:	The Mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners. What makes Atlantic City High School unique is our diverse student population with over 25 languages spoken.
Awards, Recognition, Accomplishments:	The Atlantic City High School has received academic excellence awards in competitions including the Merck State Science day, DECA, G.A.T.E, NJ Science League, National Merit Scholarship and Latin competitions. The NJROTC unit was awarded the Distinguished Unit with Academic Honors Award and is in the top 10% of units nationwide. Our Newcomer Student Center and ELL Program is recognized by the State of NJ as a model program.

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Courses, Curriculum, Instruction:	The Atlantic City High School is comprised of a vibrant and diverse learning community. It is our mission to provide a rigorous and high quality education to our students so that they are college and career ready upon graduation. The academic offerings at ACHS include 19 AP courses, 27 honors and college prep and CTE courses. We are proud of our partnership and articulation agreements with local colleges including the Tomorrow's Teachers program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Coed), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) The Atlantic City High School athletic programs provide student athletes with the opportunity to develop their full potential in an environment that promotes academics and leadership. Students experience opportunities to play at the collegiate level and many receive academic scholarships to top universities. The Boy's Basketball team made it to the NJSIAA South Group VI sectional finals and our track team received several awards including the 1st place in triple jump in NJSIAA and CAL in the female category.
Clubs and Activities:	The Mission of the Atlantic City High School clubs is to empower our students to develop their leadership, service, and social skills. ACHS offers 23 after school clubs focusing on academic and community service. The academic clubs that compete in state competitions include the science league, math club, G.A.T.E, mock trial, DECA, and world language teams. The Leo, Key, and Hope 4 AC clubs focus on community service and have partnerships with the Boys & Girls Club of AC.

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Before and After School Programs:	At ACHS we offer free afterschool tutoring in all subject areas for all students grades 9-12 and is overseen by 20 teachers. We also offer free SAT and ACT prep programs for all students. The credit recovery program targets all student subgroups and is focused on increasing graduation rate.
Staff and Professional Learning:	The Administration and Faculty at Atlantic City High School work in Professional Learning Communities to achieve the school's SMART goals and are characterized by shared purpose and responsibility for student learning. Teachers receive PD in edConnect to create high quality assessments, how to use performance results for benchmark planning, SGO development and data tracking, All Things Google, and the use of formative assessments for instructional planning.
Postsecondary Information:	Students that graduate from Atlantic City High School are attending four year (45%) and two year (40%) institutions, while others enroll in the military (5%) or enter the workforce (10%). The school hosts annual Senior Information and FAFSA Night as well as provide students with one on one support. The school administers the PSAT and provides SAT/ACT tutoring to every student free of charge. Students from ACHS attend a variety of colleges such as YALE, Duke, Princeton, UPenn, and Rutgers.

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Student Supports and Services:	The Atlantic City High School provides instruction designed to meet the unique needs of ELL and students with disabilities. The ESL program is considered a State of NJ model program. Students in the Read 180 and System 44 programs receive instruction in reading/writing skills. For students who are struggling, ACHS has an I&RS team that meets and reviews data to develop interventions in educational, behavioral, counseling, and referrals for Special Ed. evaluations and services.
Student Health and Wellness:	All the State health screenings are conducted by the nurses in coordination with the PE Teachers. Students are required to participate in Physical Fitness testing, including height and weight monitoring, and BMI screening. The Student Assistance Center and AtlantiCare Teen Center provides the students with mindfulness and meditation, Make A Move, Teen fit, Woman2Woman and Man2Man mentoring, anger management, substance abuse counseling and mediation programs.
Parent and Community Involvement:	The Mission of the Atlantic City High School Parent Advisory Committee is to encourage and provide opportunities for parents to get involved in forums to discuss topics and participate in Parent Center sponsored activities. The ACHS has a Parental Involvement Policy and School-Parent contract. Parents have access to their child's SIS portal and receive information via robo calls and social media. ACHS has many booster clubs including NJROTC and athletic booster clubs.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Inventory provides information regarding staff, parent, and student perceptions about the school climate, leadership, environment, collaboration, teaching and instruction, and parental involvement. The Quality School Review (QSR) is also used to survey staff to identify the strengths and needs of students. Data collected from both surveys is used to develop the Annual School Plan (ASP) and school SMART goals.
Facilities:	The Atlantic City High School is a state of the art facility that includes a 750 seat theatre, 50,000 volume library, TV studio, Radio Broadcasting station, distance learning lab, olympic size swimming pool, 2000 seat gym, 5000 seat stadium with synthetic turf. All programs are supported by science labs, garden, greenhouse, dance studio, band room, woodshop, culinary kitchen, clothing and textiles lab, computer labs, and over 1,700 chromebooks and 800 desktops.
School Safety:	In order to assure that our students feel safe, the Atlantic City High School administration, security, and staff take many measures to ensure the safety of the students. The school is equipped with a multi camera surveillance system, an electronic visitor monitoring system, an outside security booth to monitor visitors, metal detectors, and 23 safety officers on school grounds. The school also sponsors safety programs with the local police Chaplain and SRO officers.

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Other Information

The Atlantic City High School is a comprehensive and diverse high school that offers a rigorous academic curriculum, including AP, honors and college prep courses, that prepare students to be college and career ready upon graduation. While academics are the main focus, participation in athletics, the arts, and after school clubs and activities provide an enriching and rewarding high school experience for our students. The Atlantic City High School Choice Program is proud to offer the Fine and Performing Arts Academy and the Navy NJROTC Interdistrict Public School Choice Programs. The Fine and Performing Arts Academy includes Dance, Theatre, TV Production, Radio, Visual Arts, and Music. Our Award winning accredited NJROTC program emphasizes citizenship and leadership development through hands on experiential learning and community service. All programs are housed in state of the art locations throughout the school. The New Jersey Department of Education awarded the ACHS with the Model Program Designation for the ESL Newcomer Center. Our partnerships and articulation agreements with local colleges benefit our students by encouraging them to participate in classes for which they can receive dual credit, such as the Tomorrow's Teachers and Culinary Arts program. The school day structure includes eight 42 minutes periods that run from 7:45am to 2:10pm with an additional ninth period for academic tutoring and Restorative Practices. Students receive breakfast, lunch, and dinner during the school day. We are also proud of our community partnerships between ACHS, Sodexo, Boys & Girls Club of AC, The Coalition for Safe Communities, The Southern Community Food bank for the Campus Kitchens program, and many other local organizations. Our Campus Kitchens has been named as a model program and has delivered over 12,000 meals.

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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(01-0110-300)
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2018-2019

School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Mrs. Dorothy Bullock-Fernandes
Address	30 N. Brighton Avenue Atlantic City, NJ 08401
Phone Number	609-343-3150
Email Address	dfernandes@acboe.org
Website	https://www.acboe.org/bri
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	44	59	54
KG	54	44	52
1	56	57	50
2	42	47	57
3	60	43	44
4	59	52	43
5	53	47	47
Total	368	349	347

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.9%	47.3%	47.0%
Male	48.1%	52.7%	53.0%
Economically Disadvantaged Students	97.8%	97.7%	94.5%
Students with Disabilities	2.2%	2.0%	6.1%
English Learners	33.7%	39.5%	44.7%
Homeless Students	0.5%	1.7%	3.2%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.7%	0.6%	0.6%
Hispanic	63.9%	69.9%	66.3%
Black or African American	6.3%	5.7%	8.1%
Asian	24.7%	22.3%	22.8%
Native Hawaiian or Pacific Islander	1.1%	0.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.4%	0.9%	2.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	44	59	54
KG - Half Day	0	0	0
KG - Full Day	54	44	52

Enrollment by Home Language

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

Home Language	% of Students
Spanish	54.8%
English	24.2%
Bengali	11.8%
Vietnamese	4.3%
Urdu	2.3%
Other Languages	2.6%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

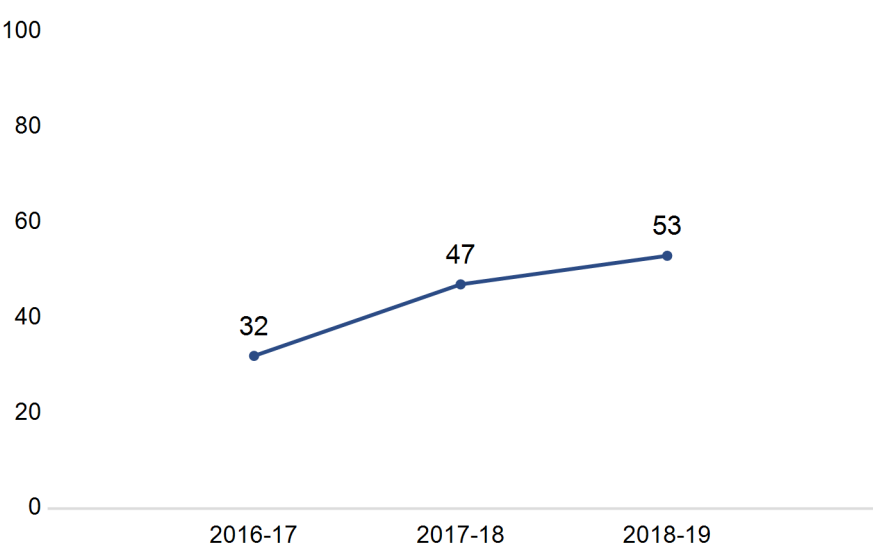| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	32	47	53	30	50	37
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	49	50	Met Standard	37	45	50	Not Met
White	N	50.5	50	**	N	44	52	**
Hispanic	47.5	50	49	Met Standard	34	45	47	Not Met
Black or African American	*	44	45	**	*	42	43	**
Asian, Native Hawaiian, or Pacific Islander	71	55	59	Exceeds Standard	53	59	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	48.5	52	53	N	42	46	50	N
Male	58	46	47	N	37	44.5	51	N
Economically Disadvantaged Students	50	49	48	Met Standard	37	45	46	Not Met
Students with Disabilities	*	36	43	**	*	36	45	**
English Learners	47	49	52	Met Standard	38.5	49	50	Not Met
Homeless Students	*	48.5	43	N	*	42	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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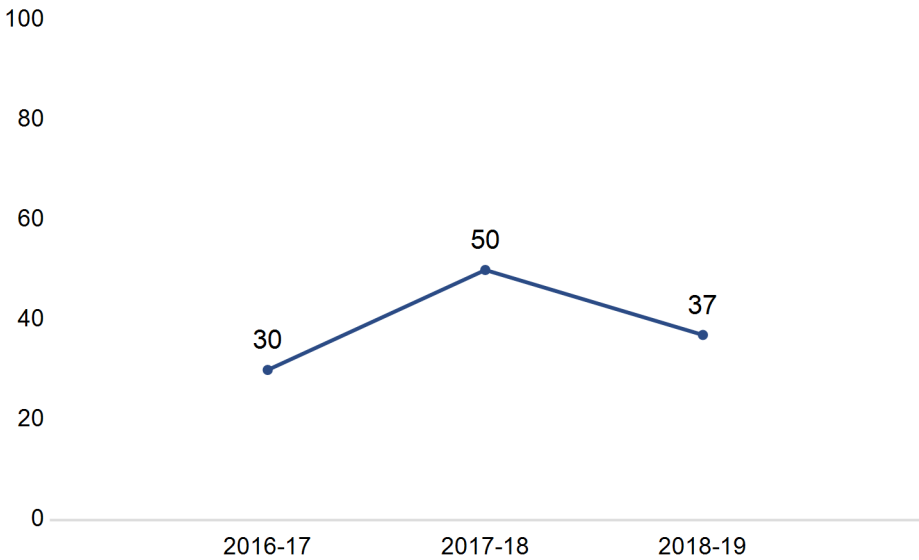† This indicates a table specific note, see note below table

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Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA — High Growth / Typical Growth / Low Growth
Level 1: 43% / 29% / 29%
Level 2: 47% / 32% / 21%
Level 3: 25% / 44% / 31%
Level 4: 30% / 43% / 27%
Level 5: 0%

Math — High Growth / Typical Growth / Low Growth
Level 2: 23% / 23% / 55%
Level 3: 38% / 21% / 42%
Level 4: 30% / 22% / 48%

Student Growth by Grade

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

ELA
Grade 4: Typical 54
Grade 5: Typical 51.5

Math
Grade 4: Typical 39
Grade 5: Typical 35

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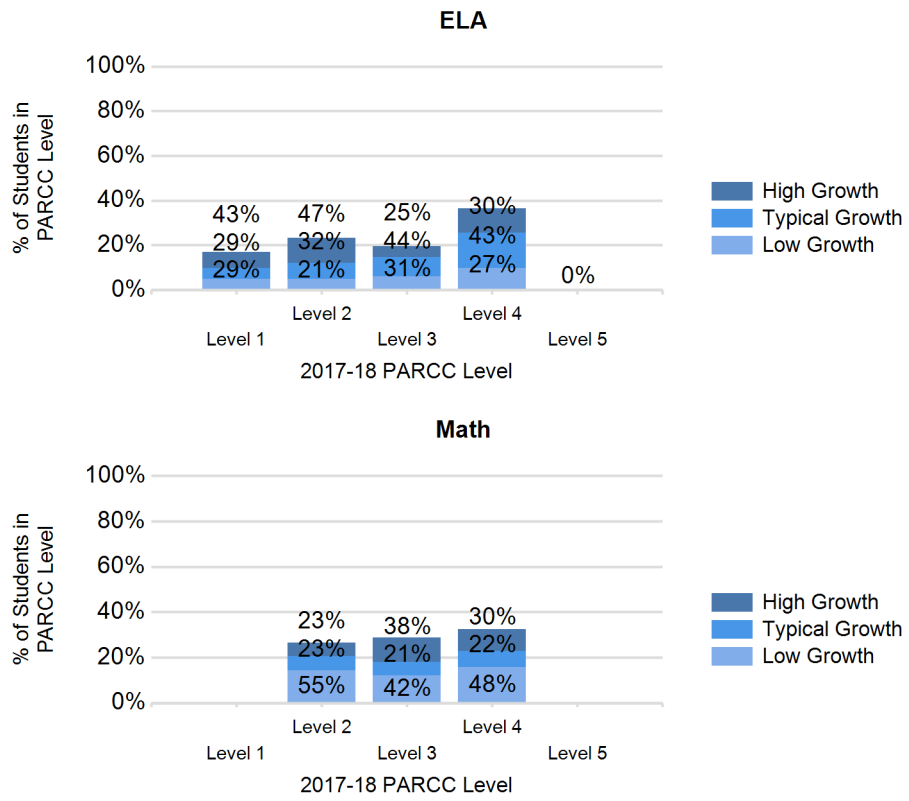 † This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 30.1%
- 2017-18: 39.0%
- 2018-19: 31.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 25.9%
- 2017-18: 37.9%
- 2018-19: 31.6%

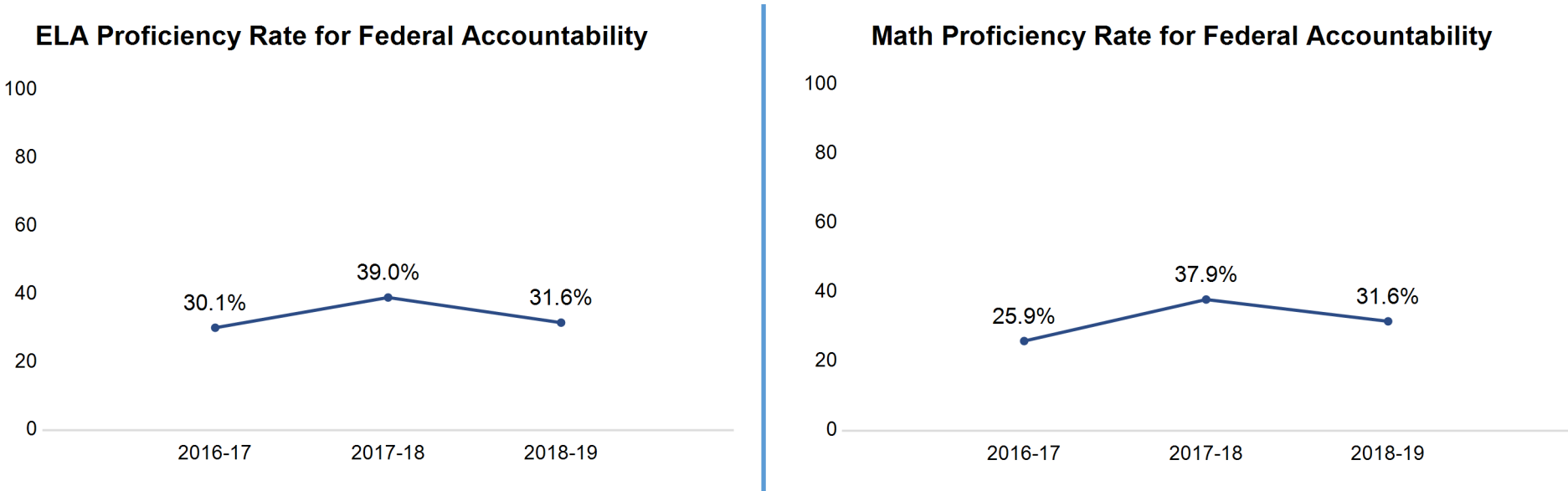| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	100.0%	100.0%	98.1%	100.0%	100.0%
Proficiency Rate for Federal Accountability	30.1%	39.0%	31.6%	25.9%	37.9%	31.6%
Annual Target	35.6%	38.0%	40.3%	29.7%	32.4%	35.0%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	133	100.0	31.6	32.7	57.9	31.6	40.3	Not Met
White	N	N	N	44.7	66.9	N	**	**
Hispanic	88	100.0	19.3	27.8	43.9	19.3	31.2	Not Met
Black or African American	*	*	*	20.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	63.6	66.2	82.9	63.6	66.4	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	55	100.0	32.7	*	64.8	32.7		
Male	78	100.0	30.8	*	51.3	30.8		
Economically Disadvantaged Students	*	*	*	*	40.0	*	40.1	Not Met
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	91	100.0	23.1	*	29.3	23.1	23.7	Met Target†
Non-English Learners	42	100.0	50.0	*	60.6	50.0		
Homeless Students	*	*	*	13.9	29.1	*		
Students In Foster Care	N	N	N	20.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Brighton Avenue School

(01-0110-300)

Grades Offered: PK-05

2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

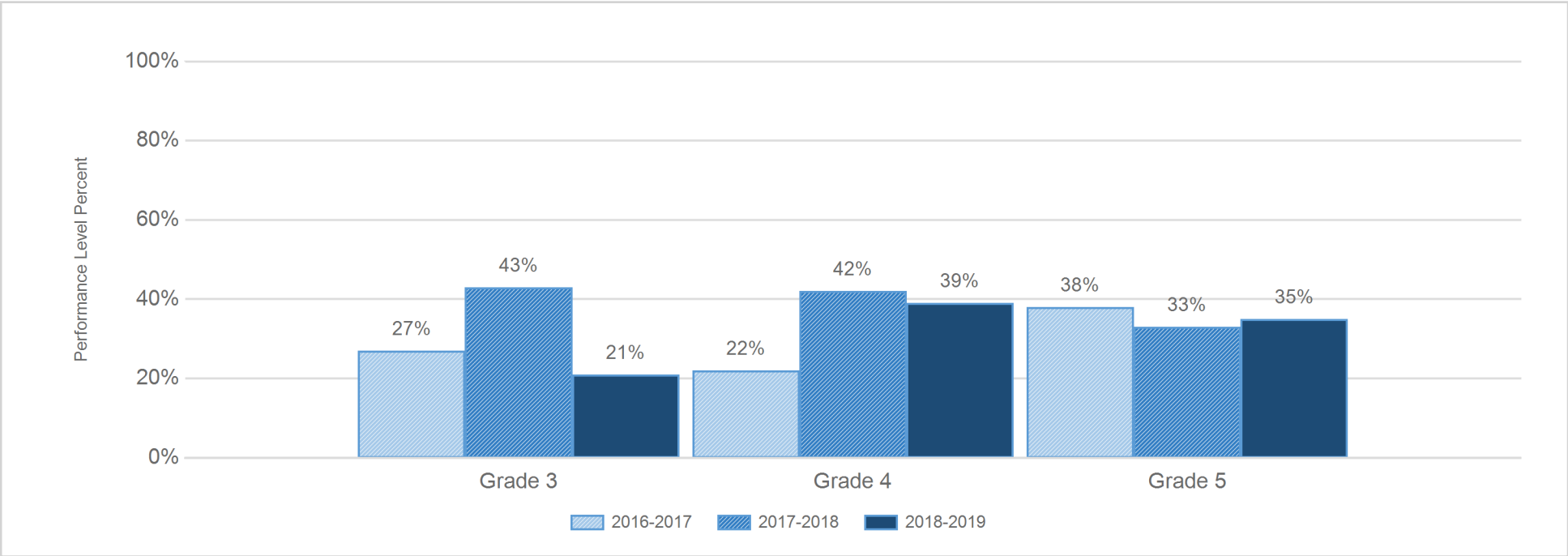| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	724	725	748	21%	25%	33%	*	*	21%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	34	716	721	734	*	32%	*	*	*	18%	36%
Black or African American	*	*	714	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	19	728	727	753	*	*	*	*	*	21%	55%
Male	29	722	723	743	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	27	718	720	713	*	*	*	*	*	15%	17%
Non-English Learners	21	732	727	751	*	*	*	*	*	29%	54%
Homeless Students	*	*	704	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	746	734	755	*	24%	27%	*	*	39%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	27	731	732	743	*	37%	*	*	*	22%	44%
Black or African American	*	*	723	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	736	762	N	N	N	N	N	N	64%
Female	17	747	742	760	*	*	*	*	*	41%	62%
Male	24	745	726	750	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	696	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	15	723	726	720	*	*	*	*	*	13%	17%
Non-English Learners	26	759	736	758	*	*	*	*	*	54%	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	48	741	728	756	*	*	40%	*	*	35%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	30	729	727	743	*	*	40%	*	*	20%	44%
Black or African American	*	*	717	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	14	764	766	781	0%	0%	*	*	*	71%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	22	731	730	761	*	*	*	*	*	32%	64%
Male	26	749	727	750	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	698	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	736	762	*	*	*	*	*	*	65%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	731	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

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

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	136	100.0	31.6	*	44.5	31.6	35	Met Target†
White	N	N	N	23.8	54.1	N	**	**
Hispanic	91	100.0	19.8	17.5	28.8	19.8	24.8	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	33	100.0	66.7	56.6	76.5	66.7	64.7	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	58	100.0	32.8	22.0	44.9	32.8		
Male	78	100.0	30.8	21.6	44.2	30.8		
Economically Disadvantaged Students	125	100.0	32.0	21.3	26.3	32.0	34.2	Met Target†
Non-Economically Disadvantaged Students	11	100.0	27.3	26.2	54.9	27.3		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	94	100.0	24.5	23.5	25.0	24.5	27.4	Met Target†
Non-English Learners	42	100.0	47.6	21.1	46.5	47.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

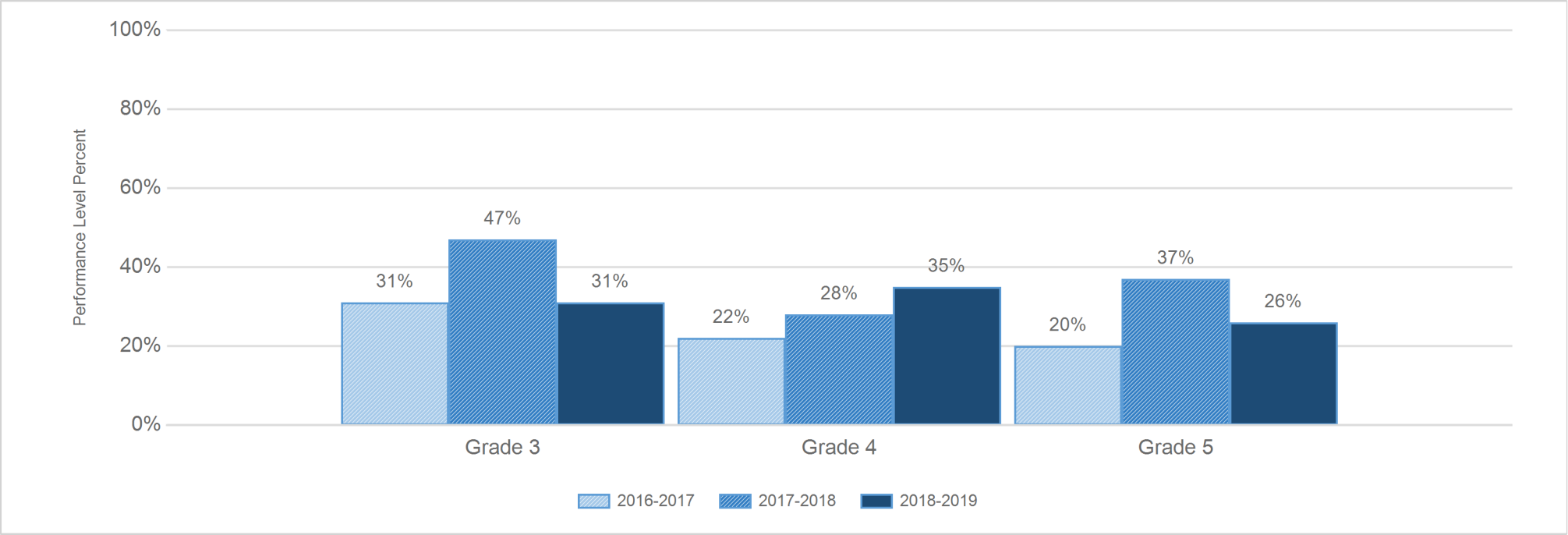**NJ SCHOOL PERFORMANCE REPORT**

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	48	737	732	752	*	21%	40%	*	*	31%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	34	732	729	739	*	*	41%	*	*	24%	40%
Black or African American	*	*	723	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	19	735	730	751	*	*	*	*	*	32%	54%
Male	29	738	733	752	*	*	*	*	*	31%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	712	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	27	732	729	728	*	*	*	*	*	26%	26%
Non-English Learners	21	743	733	754	*	*	*	*	*	38%	58%
Homeless Students	*	*	724	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	43	736	727	749	*	*	30%	35%	0%	35%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	29	726	725	737	*	*	*	*	*	24%	36%
Black or African American	*	*	716	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	731	754	N	N	N	N	N	N	58%
Female	18	735	732	749	*	*	*	*	*	39%	50%
Male	25	736	724	749	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	17	712	716	722	*	*	*	*	*	*	18%
Non-English Learners	26	751	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School

(01-0110-300)

Grades Offered: PK-05

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	53	730	722	747	*	40%	19%	*	*	26%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	34	719	719	735	*	50%	*	*	*	12%	30%
Black or African American	*	*	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	15	753	753	775	*	*	*	*	*	60%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	26	723	720	747	*	38%	*	*	*	23%	47%
Male	27	737	723	747	*	41%	*	*	*	30%	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	724	752	*	*	*	*	*	*	52%
English Learners	10	711	711	718	*	*	*	*	*	10%	12%
Non-English Learners	43	734	723	749	*	*	*	*	*	30%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

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N No Data is available to display
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.1%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

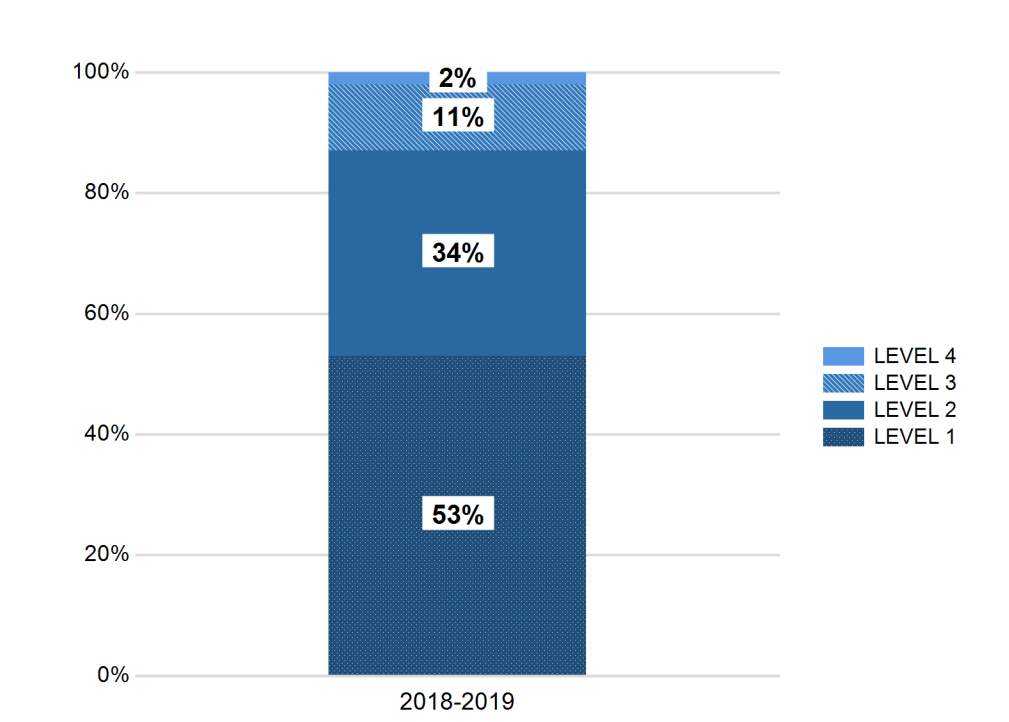| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	52	*	*
3-4	71	*	*
5 or more	26	80.8%	19.2%

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	34	11	2
White	N	N	N	N
Hispanic	71	25	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	53	20	7
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	64	32	5	0
Male	44	36	16	4
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	53	34	11	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School
(01-0110-300)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.
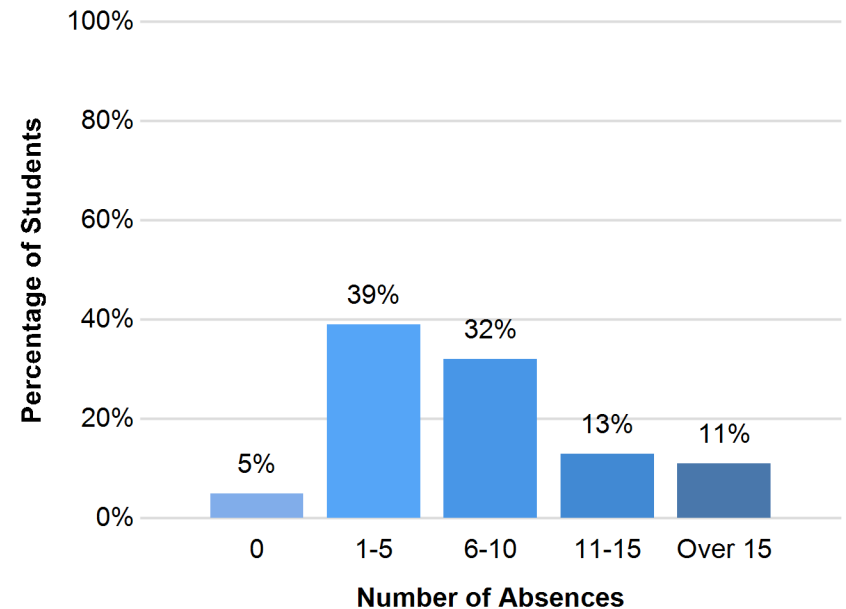
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	24	8.8	8.9	Met
White	*	*	**	**
Hispanic	17	9.2	8.9	Not Met
Black or African American	4	17.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific	1	1.9	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	8.3		
Male	14	9.3		
Economically Disadvantaged Students	23	8.9	8.9	Met
Students with Disabilities	2	8.0	8.9	Met
English Learners	7	5.5	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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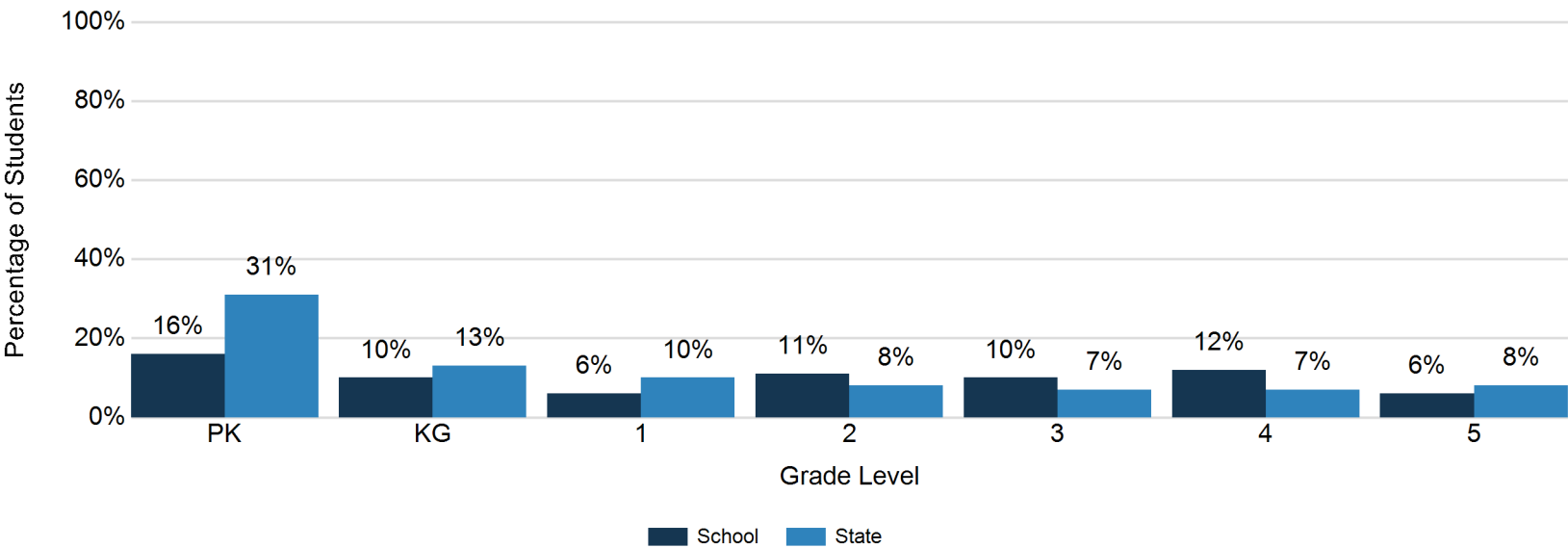
Brighton Avenue School

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.44

Police Notifications

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

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

Brighton Avenue School
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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	174:1	219:1
Teachers to Administrators	19:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	78.9%	100.0%	48.4%	77.1%	54.9%
Male	53.0%	21.1%	0.0%	51.6%	22.9%	45.1%
White	0.6%	50.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	66.3%	10.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.1%	39.5%	100.0%	15.0%	6.6%	13.9%
Asian	22.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%

Brighton Avenue School
(01-0110-300)
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2018-2019

Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
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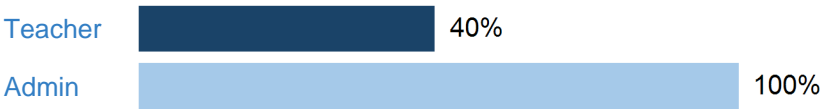
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.
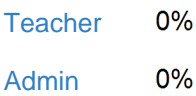
Bachelor's Degree

Teacher — 61%
Admin — N/A

Master's Degree

Teacher — 40%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.1%	39.0%	31.6%
Math Proficiency	25.9%	37.9%	31.6%
ELA Growth	32	47	53
Math Growth	30	50	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.0%	47.1%
Chronic Absenteeism	12.0%	11.8%	8.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Brighton Avenue School

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2018-2019

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Annually, NJDOE will identify schools in the following federal category:

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target†	Met Standard	Not Met	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Met Target†	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Met	No
English Learners	Met Target†	Met Target†	Met Standard	Not Met	Not Met	Met	No

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

Brighton Avenue School
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School Narrative

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

Highlights:	• Our school theme reflects the district's initiative to reduce chronic absenteeism and improving student achievement: FIESTA - Focusing on Important Educational Standards that Everyone can Achieve. • Brighton Ave parents have access to parent resource centers which offer assistance and programs beneficial for parents and students. • Brighton Ave was awarded the Fresh Fruit and Vegetable Program and has been designated an Energy Star school two years in a row.
Mission, Vision, Theme:	The vision for Brighton Ave School is to ensure that all students will learn in a safe and nurturing environment while receiving a quality education. With commitment from all parents, staff and members of the community, we will ensure that every student will have a positive school experience. The mission of Brighton Ave School is to ensure that students are prepared for higher education or to enter the workforce prepared for the challenges of the 21st century.
Awards, Recognition, Accomplishments:	Energy Star School two years in a row.

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Clubs and Activities:	Brighton Ave School offers several afterschool clubs which include: Math, Computers, Community Service, Environmental, Puzzles, Science and Newspaper. The Title I Saturday School program includes STEM and Visual and Performing Arts.

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Before and After School Programs:	Afterschool academic programs are offered for all students Pre-K - 5th grade focusing on the improvement of Math and ELA skills as well as STEM and Visual and Performing Arts.
Staff and Professional Learning:	PLC's (building level as well as grade level), grade level meetings, faculty meetings, building and district level literacy coaching. Job imbedded professional development is provided for all certified staff and paraprofessionals.

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Student Supports and Services:	Students have access to the following support services: ESL, Reading Recovery, LLI and BSI. Through federal funding resources we are able to provide additional technological support for students in math and language arts through the use of Achieve 3000 (Smarty Ants and KidBiz). The district provides several technology based programs as well.
Student Health and Wellness:	Vegetables and fruit are provided daily through the Fruit and Vegetable Program.
Parent and Community Involvement:	Parents meet monthly for the Parent Advisory Council to discuss items of interest for the school as well as special projects occurring throughout the year. The district provides a parent portal through which individual student information is provided to parents. Parents also have access to the Living Tree program online. Pre-kindergarten parents are provided with helpful workshops throughout the year, as are all parents, through the Title I parent resource centers. Monthly PAC (Parent Advisory Council) meetings, bulletins/ notices sent home, Open House each September, Parent/ Teacher conferences, and a Parent Resource Center.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is issued once per year to parents, students, and staff. Results are tabulated and provided to building administrators for further discussion with staff and used for making improvements to the school in general. Results are shared through PAC meetings and Faculty PLC's.
Facilities:	Brighton Avenue School was built in 1905. It has been refurbished to handle current student enrollments in the immediate area. Brighton Ave School houses a media center, computer lab, playground equipment for Kindergarten and Pre-K students, and many classrooms. Students serviced are in grades PreK3 through fifth grade.
School Safety:	Brighton Ave School is equipped with a security cameras located at the front door along with a buzzer system which opens the door to visitors. Safety officers are posted at the main entrance and scan visitor's identification using the Raptor System. Monthly safety and fire drills are held. Teachers and students know all escape routes and routines. Evacuation maps are posted in all classrooms/ areas. Safety & Disaster flip charts are located in each classroom.

NJ SCHOOL PERFORMANCE REPORT

Brighton Avenue School

(01-0110-300)

Grades Offered: PK-05

2018-2019

Report Key:
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School Narrative

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

	Technology and STEM:	Brighton Ave School is equipped with an array of technology. Chromebooks, computers, iPads are available for every student. Students have access at both school and home to participate in programs which include: Brain POP, Brain POP Espanol, FASTT MATH, Compass, and NBC Learn. Achieve 3000 was implemented January 2019 for students in grades 3-5. Smarty Ants has been implemented for grades K-2 (Achieve3000). The district recently added the use of i-Ready to track student achievement in math and LAL.
	Early Childhood Education:	Brighton Ave School is apart of the Grow NJ Kids Grant offering Preschool for children ages 3 and 4. Teachers implement the Creative Curriculum and GOLD. Monthly parent workshops/ activities are held. Teachers and paraprofessionals attend monthly training. Parents are updated on a daily basis on their child's growth and progress.

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Mr. Kenneth Flood
Address	4101 Filbert Avenue Atlantic City, NJ 08401-1023
Phone Number	609-343-7272
Email Address	kflood@acboe.org
Website	https://www.acboe.org/ch
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	72	58	53
KG	39	38	31
1	24	40	37
2	37	30	36
3	32	33	36
4	34	35	35
5	45	35	28
6	22	45	36
7	36	30	51
8	32	37	28
Total	373	381	371

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.5%	49.1%	47.2%
Male	48.5%	50.9%	52.8%
Economically Disadvantaged Students	96.2%	94.8%	95.7%
Students with Disabilities	8.0%	7.6%	6.5%
English Learners	8.3%	11.5%	12.1%
Homeless Students	1.1%	1.0%	0.8%
Students in Foster Care	0.8%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.9%	3.4%	5.4%
Hispanic	50.7%	48.3%	46.9%
Black or African American	18.8%	19.4%	16.7%
Asian	25.2%	26.5%	28.3%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.5%
American Indian or Alaska Native	1.1%	1.0%	0.3%
Two or More Races	1.1%	1.0%	1.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	72	58	53
KG - Half Day	0	0	0
KG - Full Day	39	38	31

Enrollment by Home Language

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

Home Language	% of Students
English	42.3%
Spanish	31.0%
Bengali	17.0%
Vietnamese	2.7%
Urdu	1.9%
Other Languages	5.1%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

- 2016-17: 41.5
- 2017-18: 52.5
- 2018-19: 65.5

Math Median Student Growth Percentile

- 2016-17: 45
- 2017-18: 53
- 2018-19: 45

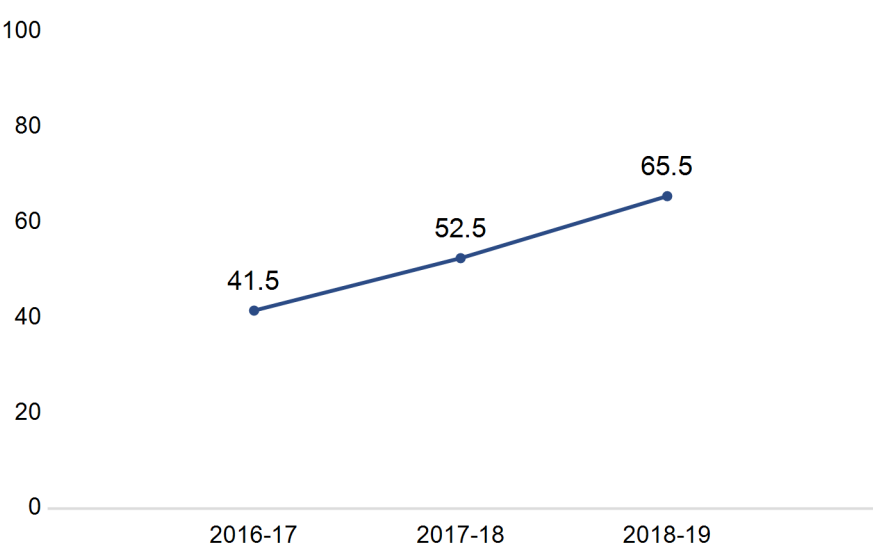| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41.5	52.5	65.5	45	53	45
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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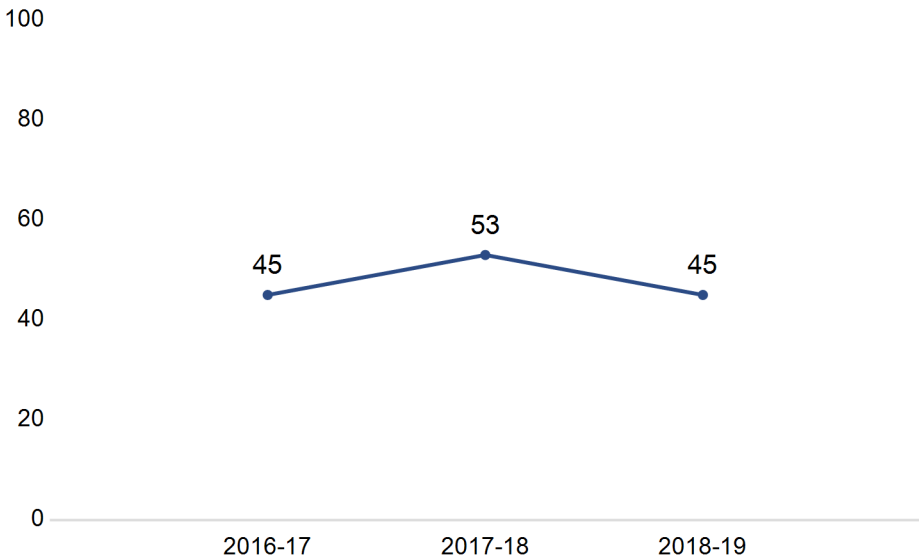 † This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	65.5	49	50	Exceeds Standard	45	45	50	Met Standard
White	*	50.5	50	**	*	44	52	**
Hispanic	69	50	49	Exceeds Standard	54.5	45	47	Met Standard
Black or African American	58	44	45	Met Standard	35.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	63	55	59	Exceeds Standard	40	59	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	71	52	53	N	42.5	46	50	N
Male	62.5	46	47	N	48	44.5	51	N
Economically Disadvantaged Students	63	49	48	Exceeds Standard	44	45	46	Met Standard
Students with Disabilities	*	36	43	**	*	36	45	**
English Learners	62	49	52	Exceeds Standard	50.5	49	50	Met Standard
Homeless Students	*	48.5	43	N	*	42	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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

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

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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

Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	64%	14%	21%
Level 2	55%	27%	18%
Level 3	49%	31%	20%
Level 4	45%	33%	22%
Level 5	57%	21%	21%

Math

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	26%	26%	47%
Level 2	38%	28%	34%
Level 3	33%	33%	35%
Level 4	35%	22%	43%
Level 5	40%	30%	30%

Student Growth by Grade

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

ELA

- Grade 4: Typical 54
- Grade 5: Typical 50.5
- Grade 6: High 81
- Grade 7: High 83
- Grade 8: Typical 53.5

Math

- Grade 4: Typical 58
- Grade 5: Low 25
- Grade 6: Typical 64
- Grade 7: Typical 42

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NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 47.4%
- 2017-18: 49.7%
- 2018-19: 58.0%

Math Proficiency Rate for Federal Accountability

- 2016-17: 33.3%
- 2017-18: 28.6%
- 2018-19: 32.5%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	99.5%	99.1%	98.1%	99.5%	99.1%
Proficiency Rate for Federal Accountability	47.4%	49.7%	58.0%	33.3%	28.6%	32.5%
Annual Target	57.8%	58.9%	60.1%	39.5%	41.7%	43.8%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

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2018-2019

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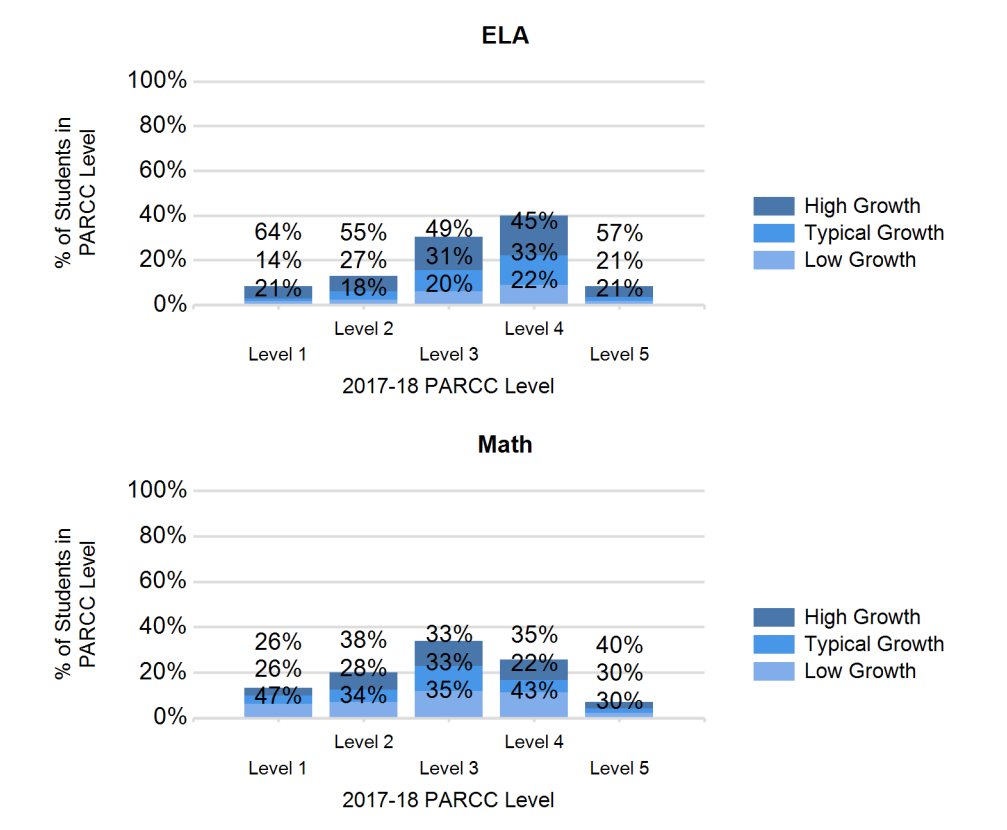 **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance

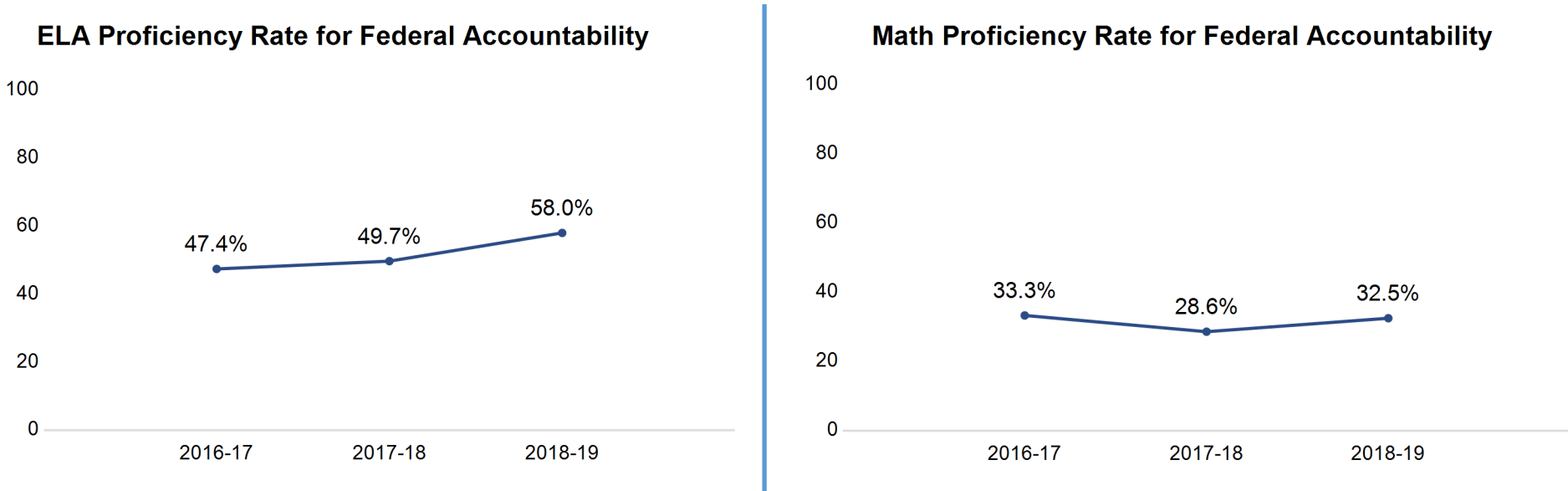This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	212	99.1	58.0	32.7	57.9	58.0	60.1	Met Target†
White	10	90.9	60.0	44.7	66.9	57.1	**	**
Hispanic	103	100.0	57.3	27.8	43.9	57.3	56.5	Met Target
Black or African American	34	100.0	41.2	20.0	38.5	41.2	47.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	61	98.4	67.2	66.2	82.9	67.2	80	Not Met
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	100	99.0	58.0	*	64.8	58.0		
Male	112	99.1	58.0	*	51.3	58.0		
Economically Disadvantaged Students	189	99.5	56.6	*	40.0	56.6	60.4	Met Target†
Non-Economically Disadvantaged Students	23	95.8	69.6	*	67.9	69.6		
Students with Disabilities	16	88.9	31.3	*	22.7	29.2	**	**
Students without Disabilities	196	100.0	60.2	*	65.1	60.2		
English Learners	71	100.0	49.3	*	29.3	49.3	49.4	Met Target†
Non-English Learners	141	98.6	62.4	*	60.6	62.4		
Homeless Students	*	*	*	13.9	29.1	*		
Students In Foster Care	N	N	N	20.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

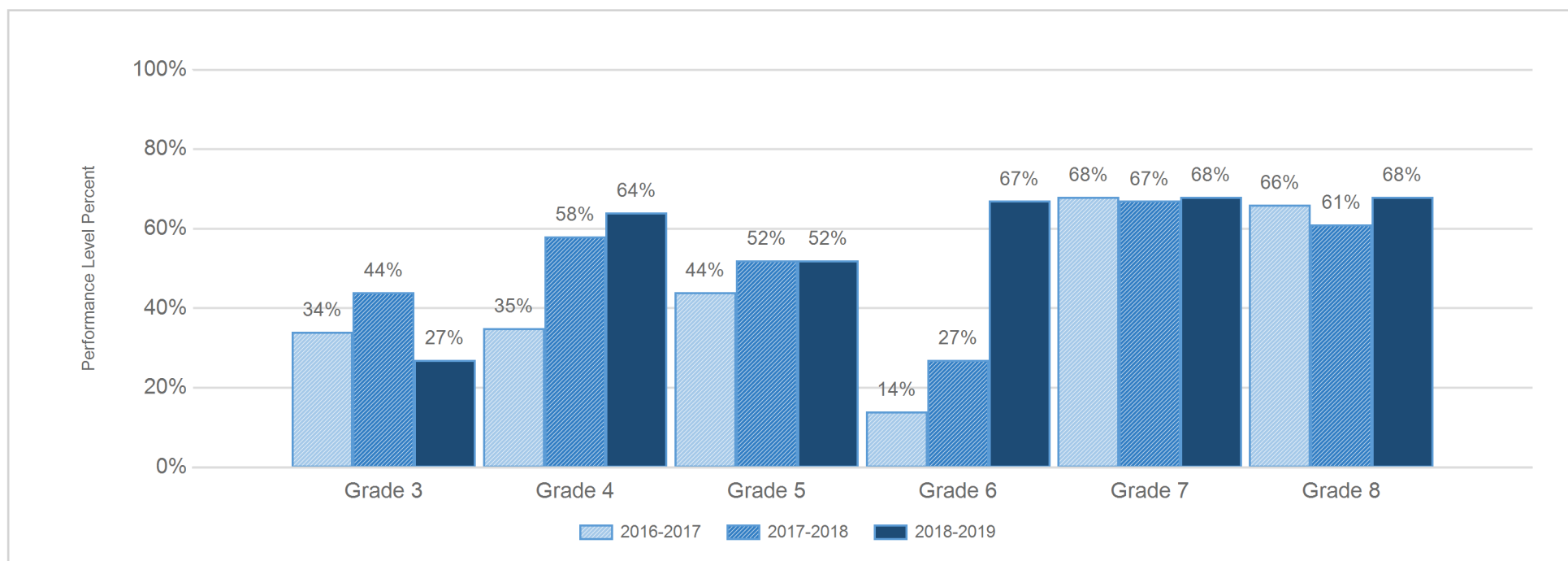| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	725	725	748	27%	*	27%	*	*	27%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	17	728	721	734	*	*	*	*	*	35%	36%
Black or African American	*	*	714	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	11	728	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	19	723	727	753	*	*	*	*	*	21%	55%
Male	18	727	723	743	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	12	707	720	713	*	*	*	*	*	*	17%
Non-English Learners	25	734	727	751	*	*	*	*	*	*	54%
Homeless Students	*	*	704	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	757	734	755	0%	*	*	*	*	64%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	15	751	732	743	0%	*	*	*	*	60%	44%
Black or African American	*	*	723	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	11	772	765	779	0%	0%	*	*	*	82%	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	736	762	*	*	*	*	*	*	64%
Female	11	757	742	760	0%	*	*	*	*	73%	62%
Male	22	757	726	750	0%	*	*	*	*	59%	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	696	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	726	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	N	N	724	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	31	746	728	756	*	*	*	*	*	52%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	14	736	727	743	*	*	*	*	*	43%	44%
Black or African American	*	*	717	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	13	741	730	761	*	*	*	*	*	46%	64%
Male	18	749	727	750	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	698	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	736	762	*	*	*	*	*	*	65%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	731	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	36	763	737	754	*	*	*	*	*	67%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	17	761	*	743	0%	*	*	76%	0%	76%	43%
Black or African American	*	*	721	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	13	772	769	780	*	*	*	*	*	69%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	17	766	745	762	*	*	*	*	*	65%	64%
Male	19	760	729	748	*	*	*	*	*	68%	48%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	751	763	*	*	*	*	*	*	67%
Students with Disabilities	N	N	*	722	N	N	N	N	N	N	19%
Students without Disabilities	36	763	*	761	*	*	*	*	*	67%	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	N	N	719	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	769	738	761	*	*	20%	36%	32%	68%	63%
White	*	*	745	769	*	*	*	*	*	*	72%
Hispanic	22	768	733	747	*	*	*	*	*	64%	50%
Black or African American	*	*	725	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	16	775	768	790	*	*	*	*	*	69%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	26	777	745	769	*	*	*	*	*	73%	71%
Male	24	760	730	753	*	*	*	*	*	63%	55%
Economically Disadvantaged Students	40	767	737	743	*	*	25%	*	*	65%	45%
Non-Economically Disadvantaged Students	10	775	747	771	*	*	0%	*	*	80%	73%
Students with Disabilities	*	*	695	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	747	769	*	*	*	*	*	*	71%
English Learners	*	*	699	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	740	763	*	*	*	*	*	*	65%
Homeless Students	N	N	728	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	734	762	0%	*	*	*	*	68%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	21	756	736	747	0%	*	*	*	*	57%	49%
Black or African American	*	*	721	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	16	758	740	771	0%	*	*	*	*	63%	71%
Male	12	759	728	753	0%	*	*	*	*	75%	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	734	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	704	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	*	*	704	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	764	*	*	*	*	*	*	65%
Homeless Students	N	N	715	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	212	99.1	32.5	*	44.5	32.5	43.8	Not Met
White	10	90.9	30.0	23.8	54.1	28.5	**	**
Hispanic	103	100.0	28.2	17.5	28.8	28.2	42.6	Not Met
Black or African American	34	100.0	*	*	23.0	*	36.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	61	98.4	50.8	56.6	76.5	50.8	55.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	100	99.0	31.0	22.0	44.9	31.0		
Male	112	99.1	33.9	21.6	44.2	33.9		
Economically Disadvantaged Students	189	99.5	32.3	21.3	26.3	32.3	44	Not Met
Non-Economically Disadvantaged Students	23	95.8	34.8	26.2	54.9	34.8		
Students with Disabilities	16	88.9	18.8	*	17.4	17.5	**	**
Students without Disabilities	196	100.0	33.7	*	50.0	33.7		
English Learners	71	100.0	29.6	23.5	25.0	29.6	35.8	Met Target†
Non-English Learners	141	98.6	34.0	21.1	46.5	34.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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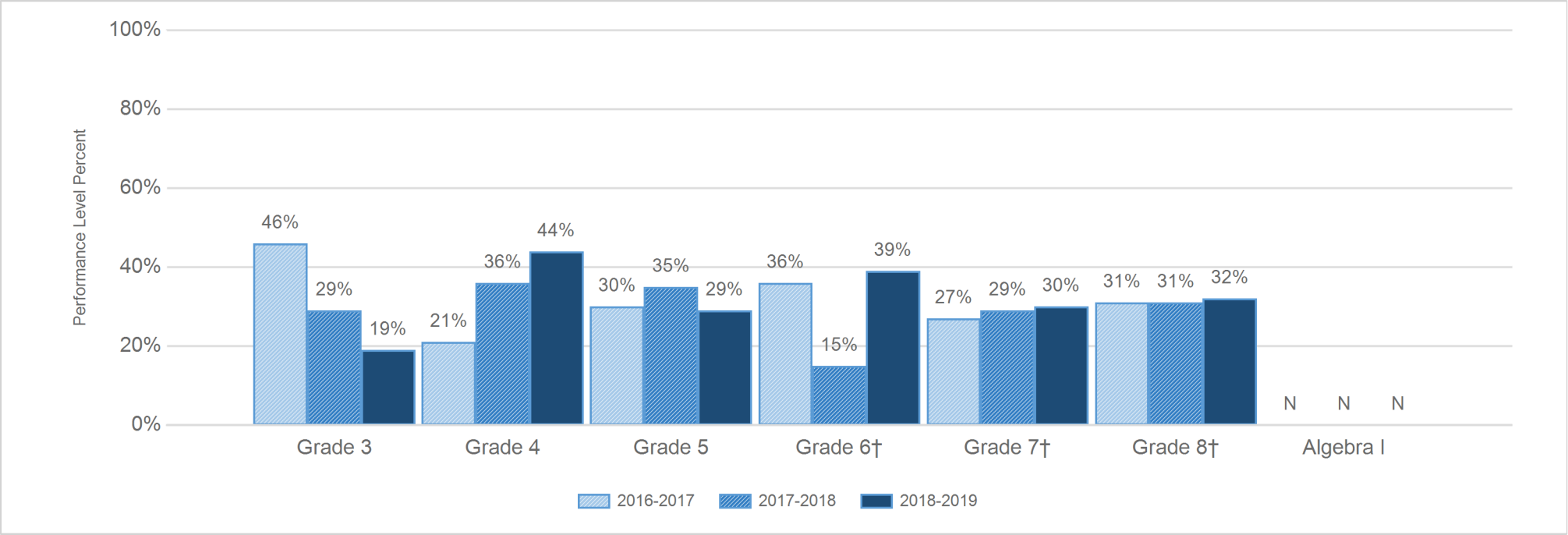**NJ SCHOOL PERFORMANCE REPORT**

Chelsea Heights School

(01-0110-050)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	37	727	732	752	*	32%	27%	*	*	19%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	17	727	729	739	*	*	*	*	*	24%	40%
Black or African American	*	*	723	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	11	729	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	19	722	730	751	*	*	*	*	*	21%	54%
Male	18	732	733	752	*	*	*	*	*	17%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	712	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	12	712	729	728	*	*	*	*	*	*	26%
Non-English Learners	25	734	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	724	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Chelsea Heights School

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Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	34	742	727	749	*	*	29%	*	*	44%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	15	737	725	737	*	*	*	*	*	33%	36%
Black or African American	*	*	716	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	12	760	761	776	*	0%	*	*	*	67%	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	731	754	*	*	*	*	*	*	58%
Female	12	731	732	749	*	*	*	*	*	25%	50%
Male	22	748	724	749	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Chelsea Heights School

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	31	725	722	747	*	35%	*	*	*	29%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	14	719	719	735	*	*	*	*	*	21%	30%
Black or African American	*	*	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	13	723	720	747	*	*	*	*	*	23%	47%
Male	18	727	723	747	*	*	*	*	*	33%	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	712	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	724	752	*	*	*	*	*	*	52%
English Learners	*	*	711	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	723	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	737	725	741	*	*	28%	*	*	39%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	17	731	*	729	*	*	*	*	*	29%	24%
Black or African American	*	*	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	13	752	758	769	0%	*	*	*	*	62%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	17	736	726	742	*	*	*	*	*	41%	42%
Male	19	738	724	740	*	*	*	*	*	37%	40%
Economically Disadvantaged Students	*	*	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	743	750	*	*	*	*	*	*	53%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	12%
Students without Disabilities	36	737	*	746	*	*	28%	*	*	39%	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	N	N	706	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	737	728	744	*	32%	28%	*	*	30%	42%
White	*	*	724	751	*	*	*	*	*	*	53%
Hispanic	22	737	725	733	*	*	*	*	*	32%	26%
Black or African American	*	*	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	16	746	753	768	0%	*	*	*	*	38%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	26	740	730	744	*	*	*	*	*	35%	42%
Male	24	733	726	743	*	*	*	*	*	25%	42%
Economically Disadvantaged Students	40	737	728	731	*	*	*	*	*	33%	24%
Non-Economically Disadvantaged Students	10	736	729	751	*	*	*	*	*	20%	53%
Students with Disabilities	*	*	704	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	N	N	720	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
 N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	28	735	714	728	*	*	*	*	*	32%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	21	730	719	722	*	*	*	*	*	24%	22%
Black or African American	*	*	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	16	732	716	731	*	*	*	*	*	31%	31%
Male	12	740	712	726	*	*	*	*	*	33%	27%
Economically Disadvantaged Students	*	*	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	719	734	*	*	*	*	*	*	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	717	728	N	N	N	N	N	N	24%
Black or African American	N	N	713	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	725	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	722	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	723	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	727	748	N	N	N	N	N	N	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	N	N	724	745	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
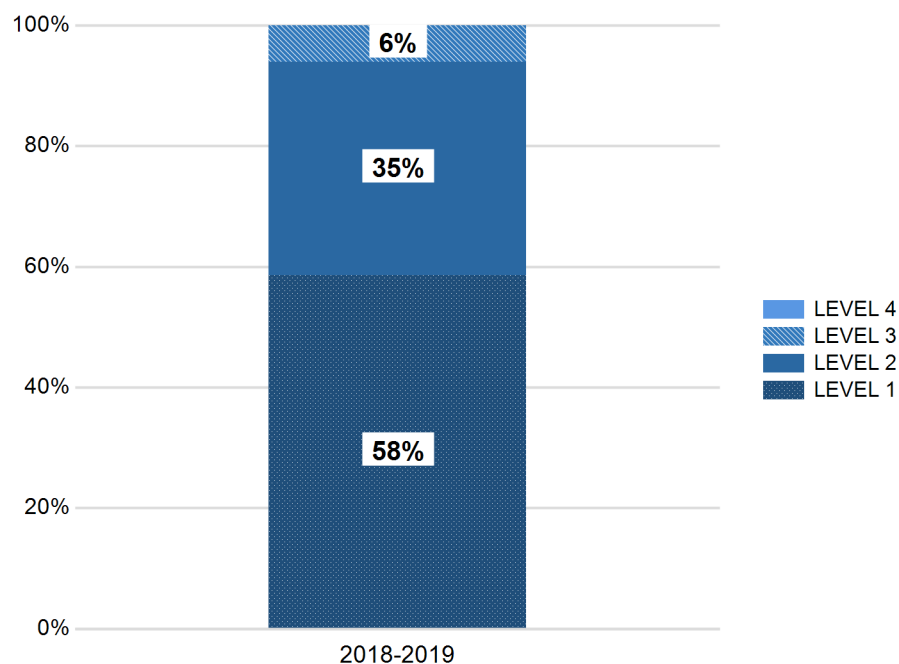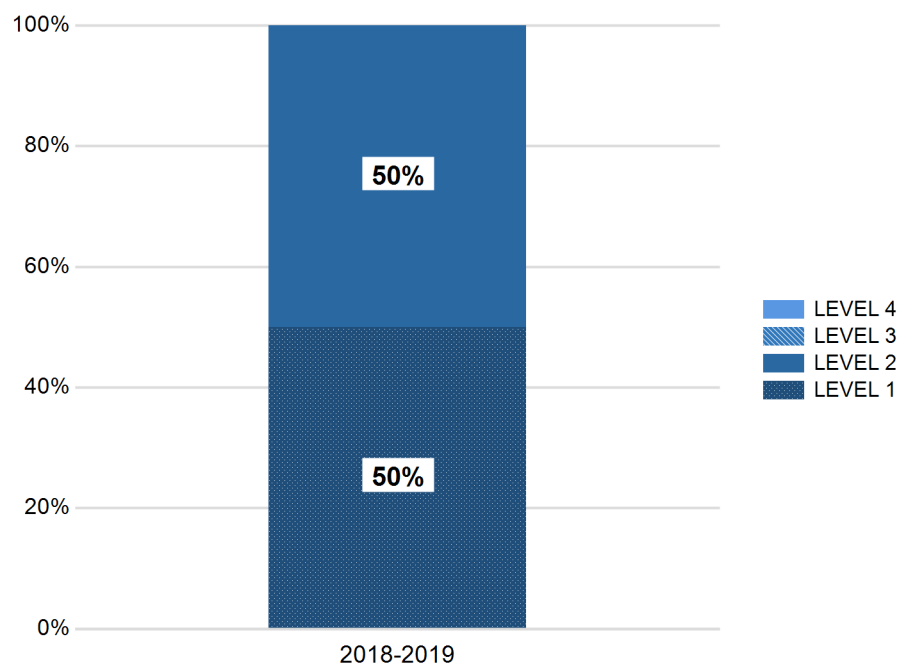(01-0110-050)
Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	21.1%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	90.0%	10.0%
3-4	20	*	*
5 or more	15	86.7%	13.3%

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Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	35	6	0
White	*	*	*	*
Hispanic	69	31	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	31	0	0
Male	50	39	11	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

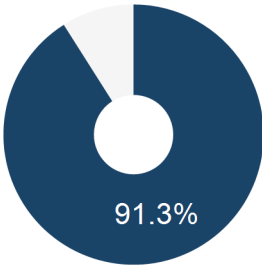Grades Offered: PK-08

2018-2019

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	50	0	0
White	*	*	*	*
Hispanic	57	43	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	31	0	0
Male	25	75	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Chelsea Heights School

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Grades Offered: PK-08

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	36
7	0	0	51
8	0	0	28
Total	0	0	115

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	34
7	0	0	0	0	0	0	49
8	0	0	0	0	0	0	27
Total	0	0	0	0	0	0	110

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2018-2019

Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

91.3% School

90.9% State

Students enrolled in one or more classes by discipline:

MUSIC	School	87.0%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	91.3%
	State	70.0%

29

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	17	5.1	9.0	Met
White	1	6.3	**	**
Hispanic	8	5.2	9.0	Met
Black or African American	7	12.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	4.3		
Male	10	5.8		
Economically Disadvantaged Students	16	5.0	9.0	Met
Students with Disabilities	3	10.7	9.0	Not Met
English Learners	0	0	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

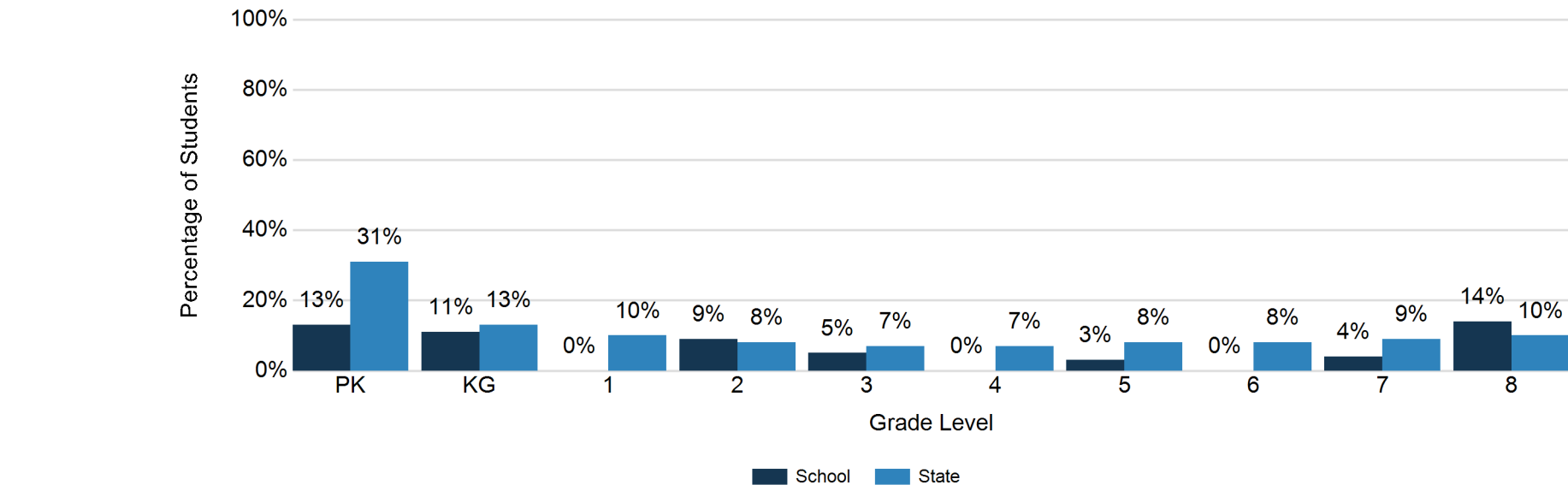This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 5%
- 1-5: 47%
- 6-10: 30%
- 11-15: 10%
- Over 15: 7%

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Chronic Absenteeism by Grade

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

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.27

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	14		14

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	186:1	219:1
Teachers to Administrators	18:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.2%	75.0%	50.0%	48.4%	77.1%	54.9%
Male	52.8%	25.0%	50.0%	51.6%	22.9%	45.1%
White	5.4%	77.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	46.9%	2.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.7%	13.9%	50.0%	15.0%	6.6%	13.9%
Asian	28.3%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.9%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 56%

Admin N/A

Master's Degree

Teacher 44%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.8%

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Chelsea Heights School

(01-0110-050)

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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.4%	49.7%	58.0%
Math Proficiency	33.3%	28.6%	32.5%
ELA Growth	42	52	66
Math Growth	45	53	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		31.0%	21.1%
Chronic Absenteeism	9.4%	10.4%	5.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School

(01-0110-050)

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2018-2019

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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Exceeds Standard	Met Standard	Not Met	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Not Met	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
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2018-2019

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School Narrative

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

Highlights:	• Students may participate in Sportsmanship Club, Art Club, Choir, National Junior Honor Society, Health Club and Safety Patrol. • Teachers were awarded grant money, which supplies educational materials to enhance student learning (Awarded $800 AtlantiCare Sustained Garden Grant) • Academic contests, such as Spelling Bee, Oratorical Contest, Talent Showcases, Science Fair
Mission, Vision, Theme:	Chelsea Heights School is committed to providing a safe and positive educational environment that fosters the growth and development of each of our students. Our educational programs emphasize the acquisition of life skills and encourage all students to perform to the best of their abilities. Our school theme: "For education and knowledge, we will always strive," serves to motivate our students to embrace education and acknowledge themselves as lifelong learners.
Awards, Recognition, Accomplishments:	Awards and recognition for participation in spelling bees, oratorical contests, excellent attendance (Attendance Committee) science fairs, book challenges, accelerated reader program, student of the month, quarterly academic achievement awards assemblies. Partnership with parent association to reward an outstanding eighth grade student with a laptop computer. Staff awarded grant money to supply students with cutting edge materials.

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

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Courses, Curriculum, Instruction:	Academic enrichment programs include STEM, Keyboarding , Visual Performing Arts, Gifted and talented. We offer instrumental lessons, all classrooms are equipped with chromebooks for each student. New technology software purchased (Achieve 3000)
Clubs and Activities:	Our students enjoy participating in programs such as STEM, Visual Performing Arts, Health & Garden (Awarded $800 AtlantiCare Sustained School Garden Grant), Sportsmanship Club, Choir, Safety Patrol and National Junior Honor Society. Students who participate in Visual Performing Arts perform for their peers and community. Students in the Choir and Art Club participate in our districts annual performing arts festival.

Chelsea Heights School

(01-0110-050)

Grades Offered: PK-08

2018-2019

School Narrative

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Before and After School Programs:	We offer morning enrichment programs, such as health club, art club, choir and early childhood enrichment. We also offer after school academic enrichment programs for students in kindergarten to eighth grade. These programs are run by highly-qualified staff and administrators who have received specialized training in the areas which they serve.
Staff and Professional Learning:	Our staff receives ongoing professional development training related to their grade levels / content areas taught. For example, primary teachers receive dyslexia training, while middle school teachers receive ongoing content area training. Extra-curricular teachers receive targeted training in programs such as STEM and Visual Performing Arts. Our staff holds focused PLC meetings weekly. These meetings are structured by grade level so that teachers may collaborate on enhancing student achievement.

NJ SCHOOL PERFORMANCE REPORT

Chelsea Heights School
(01-0110-050)
Grades Offered: PK-08
2018-2019

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Student Supports and Services:	Our professional, highly-qualified staff is dedicated to meeting the needs of all students, including English language learners and students with disabilities. Our after school academic programs target students who are struggling and are in need of intervention. Struggling students are referred to I&RS team for intervention.
Student Health and Wellness:	Breakfast and lunch, dinner for students in after school programs. Health, Phys. Ed., recess, garden club, (hydroponics) AtlantiCare and Foodcorp provide education on healthy eating. Rutgers Nutritional Program provide instruction on nutrition. Chefs in the Classroom cook and provide healthy meals for students. Annual Harvest Festival for students and community. Yoga and Responsible Thinking clubs. Wellness Committee. Oyster farmers, Bus Safety, Fire Prevention and Red Ribbon assemblies.
Parent and Community Involvement:	Our Parent Advisory Committee (PAC) meets monthly, and holds various fundraisers and events for our students throughout the school year. Our parents can view student academic process through a Parent Portal on our district website. We have a Back to School night, parent teacher conferences, standardized assessment informational meetings , family movie nights, walk your child to school day / dad's breakfast, Mother's Day Tea.

NJ SCHOOL PERFORMANCE REPORT

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our annual school climate surveys are accessible to parents, students and faculty online through our district website. We discuss results of these surveys during PLC meetings. The results of these surveys convey an overall high satisfaction rate among all stakeholders.
School Safety:	Our school has recently gained an additional security guard and updated our security system with Raptor. It is a new facial recognition program to identify all visitors. We also have students participating in our Safety Patrol.

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Technology and STEM:	Students are offered Saturday STEM for grades K-8.

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School Narrative

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Other Information	The Chelsea Heights School had been identified as a New Jersey Governor's "School of Excellence," a New Jersey Benchmark School and a National New Jersey Title 1 Distinguished School. The Chelsea Heights School serves students in pre-Kindergarten through eighth. Our school day begins at 8:15 am and ends at 2:45 pm for students. Our unique school culture encourages our staff, students and parents to share the sense of school-community relations that currently exists. Our school Safety Officer has a team of student safety patrol officers who fulfill a variety of student leadership roles, such as providing morning announcements, directing parent traffic at school events, and ensuring school events run smoothly. Our school technical coordinator produces a monthly school newsletter that is distributed to students, parents and faculty. One-one student / computer ratio. AM Film Production class. Each student has a google account, which gives them unlimited storage for their documents. 21st Century technology applications, such as Compass, BrainPOP, Starfall, Learning.com, FastMath, NBC Learn, i-Ready. Every teacher has a district-issued laptop. Smart Boards, projectors, speakers, desktop computers in all classrooms. Teachers are afforded training in a variety of technological areas. We have a school uniform policy in place.

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Mrs. Jodi Burroughs
Address	1700 Marmora Avenue Atlantic City, NJ 08401
Phone Number	609-343-7380
Email Address	jburroughs@acboe.org
Website	https://www.acboe.org/mlk
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	72	68	65
KG	54	51	58
1	58	61	72
2	50	61	57
3	65	50	77
4	58	59	50
5	65	54	68
6	65	69	58
7	68	65	60
8	81	62	64
Total	636	600	629

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.8%	44.8%	46.6%
Male	54.2%	55.2%	53.4%
Economically Disadvantaged Students	97.0%	95.5%	97.1%
Students with Disabilities	17.9%	19.2%	15.9%
English Learners	3.3%	5.3%	4.8%
Homeless Students	1.6%	3.3%	3.3%
Students in Foster Care	1.4%	2.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.6%	2.2%	2.1%
Hispanic	19.7%	21.7%	22.4%
Black or African American	74.7%	70.8%	70.3%
Asian	1.7%	2.5%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	2.8%	3.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	72	68	65
KG - Half Day	0	0	0
KG - Full Day	54	51	58

Enrollment by Home Language

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

Home Language	% of Students
English	90.0%
Spanish	8.6%
Other Languages	1.4%

Dr Martin Luther King Jr School Complex

(01-0110-140)

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2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

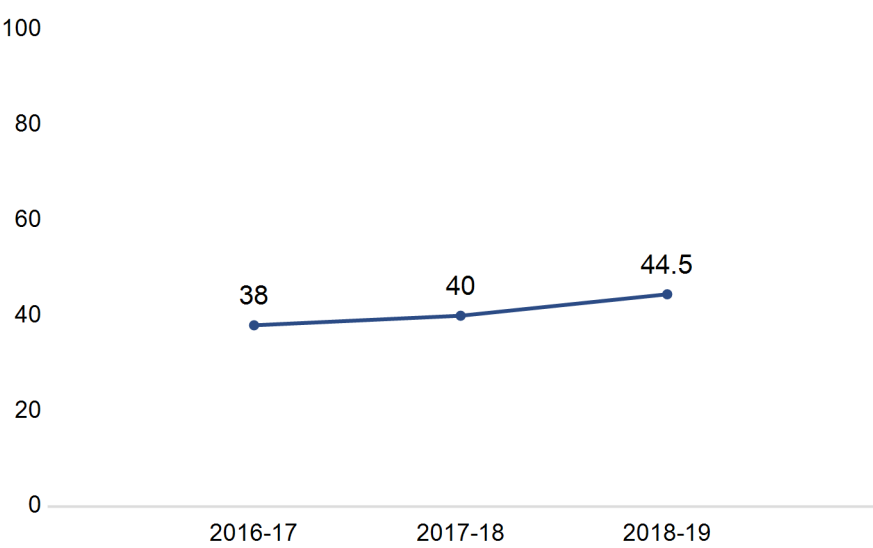| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	38	40	44.5	43	55	51
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

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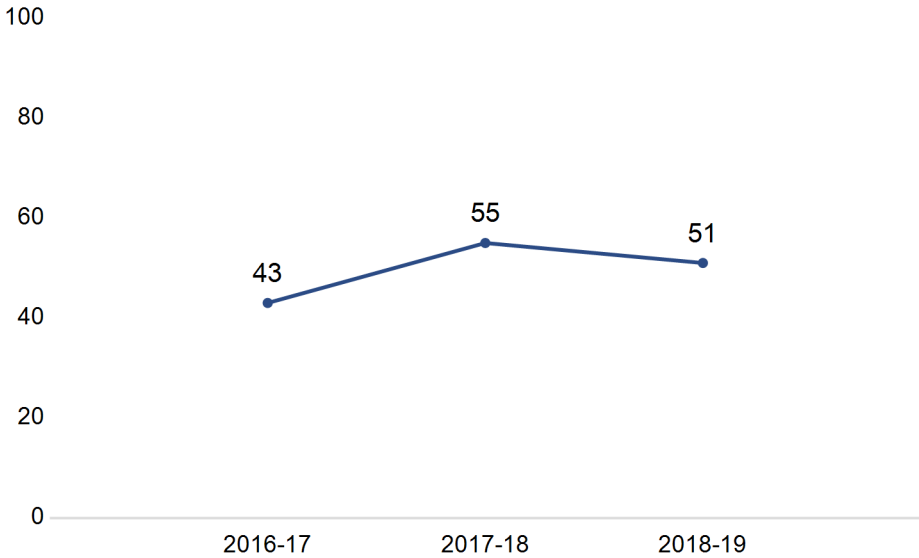† This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44.5	49	50	Met Standard	51	45	50	Met Standard
White	*	50.5	50	**	*	44	52	**
Hispanic	59	50	49	Met Standard	52	45	47	Met Standard
Black or African American	43	44	45	Met Standard	51	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	54	52	53	N	53	46	50	N
Male	38	46	47	N	47	44.5	51	N
Economically Disadvantaged Students	45	49	48	Met Standard	50	45	46	Met Standard
Students with Disabilities	30	36	43	Not Met	36	36	45	Not Met
English Learners	59.5	49	52	**	53	49	50	**
Homeless Students	27	48.5	43	N	*	42	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Student Growth by Grade

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

ELA

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NJ SCHOOL PERFORMANCE REPORT

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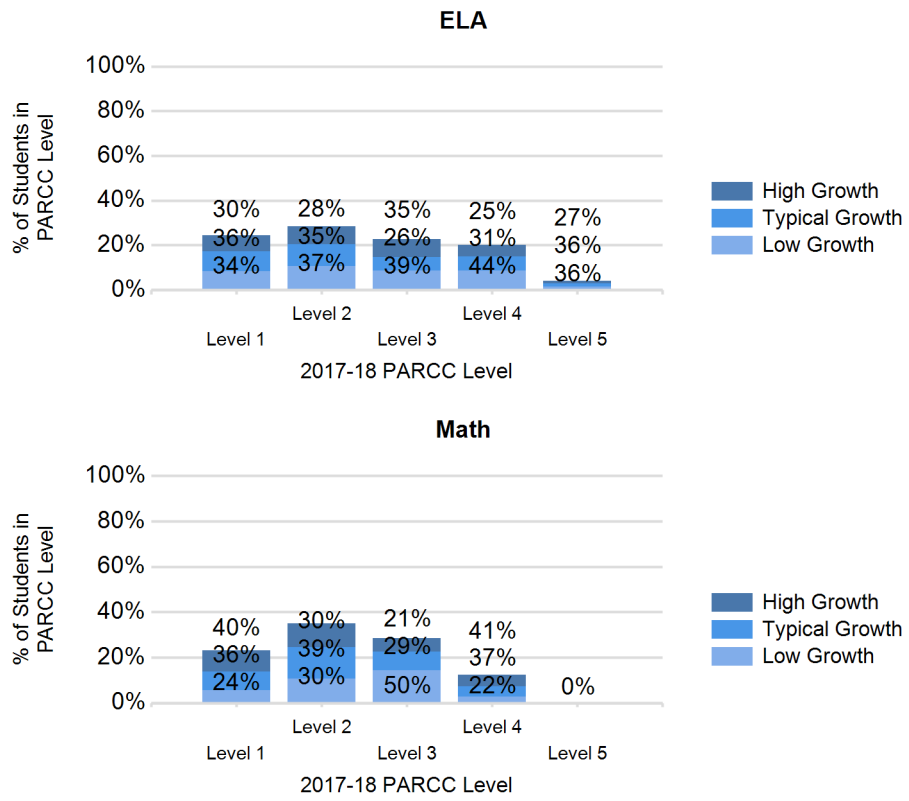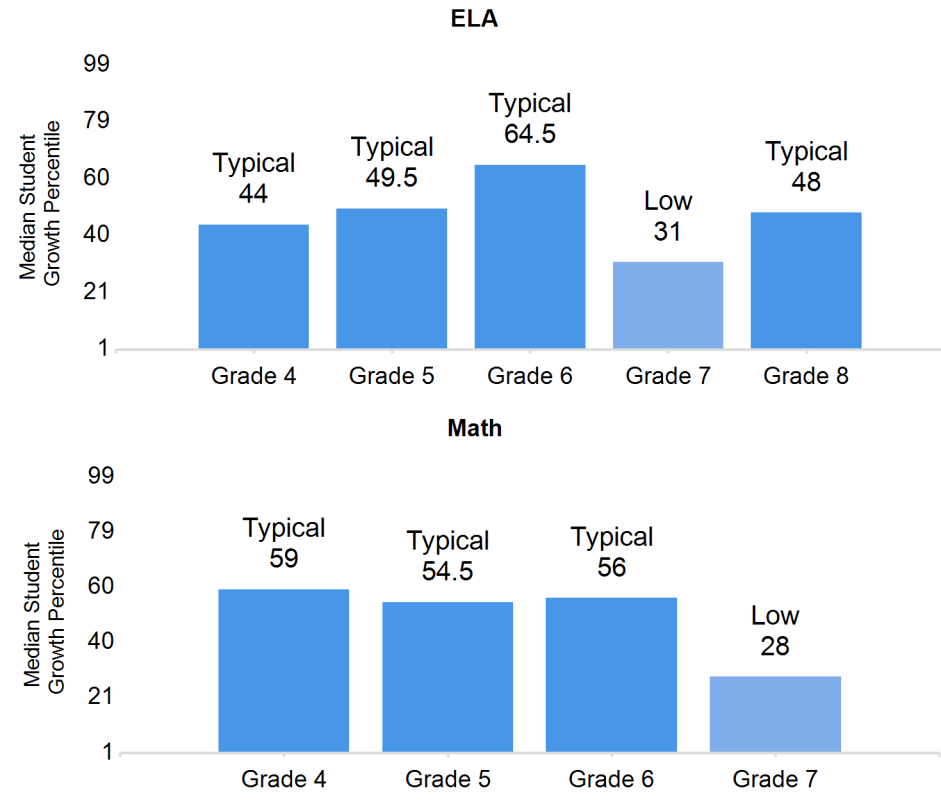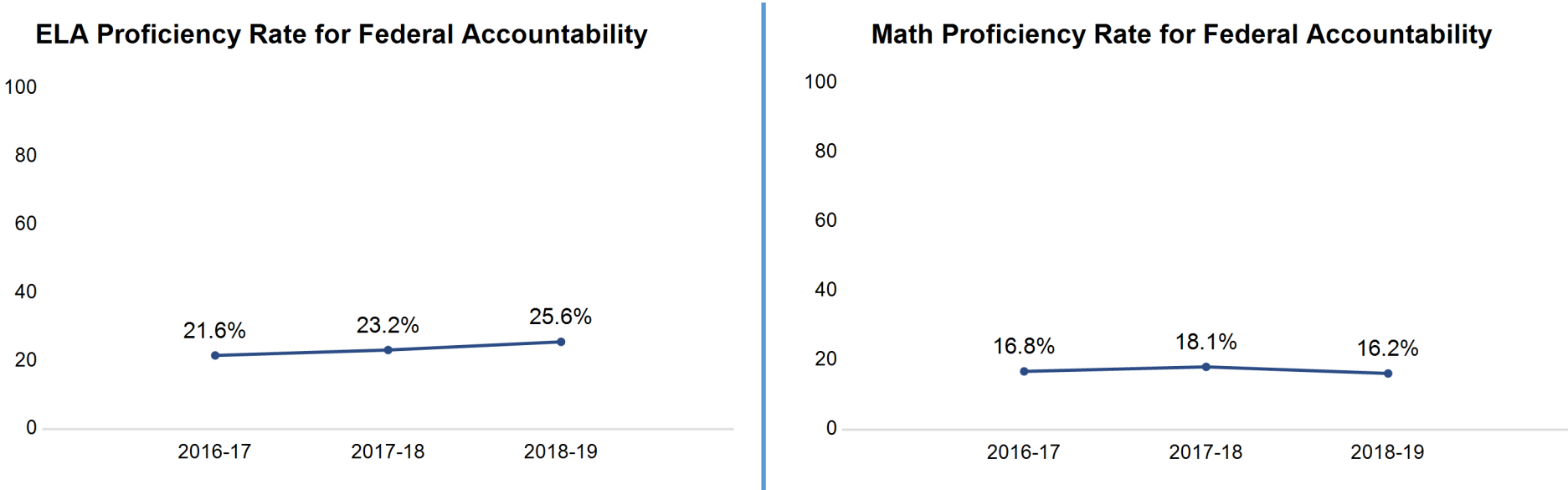 † This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

2016-17: 21.6% 2017-18: 23.2% 2018-19: 25.6%

Math Proficiency Rate for Federal Accountability

2016-17: 16.8% 2017-18: 18.1% 2018-19: 16.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.2%	99.1%	98.6%	97.2%	99.1%	98.4%
Proficiency Rate for Federal Accountability	21.6%	23.2%	25.6%	16.8%	18.1%	16.2%
Annual Target	22.0%	25.1%	28.2%	19.7%	22.9%	26.0%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
- **†** This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	340	98.6	25.6	32.7	57.9	25.6	28.2	Met Target†
White	*	*	40.0	44.7	66.9	38.1	**	**
Hispanic	65	98.6	30.8	27.8	43.9	30.8	21.7	Met Target
Black or African American	248	98.9	23.4	20.0	38.5	23.4	29	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	11	100.0	*	*	64.4	*	**	**
Female	157	97.7	36.3	*	64.8	36.3		
Male	183	99.5	16.4	*	51.3	16.4		
Economically Disadvantaged Students	311	98.8	25.7	*	40.0	25.7	25.5	Met Target
Non-Economically Disadvantaged Students	29	97.2	24.1	*	67.9	24.1		
Students with Disabilities	56	96.8	*	*	22.7	*	15.4	Not Met
Students without Disabilities	284	99.0	*	*	65.1	*		
English Learners	17	100.0	17.6	*	29.3	17.6	**	**
Non-English Learners	323	98.6	26.0	*	60.6	26.0		
Homeless Students	15	100.0	13.3	13.9	29.1	13.3		
Students In Foster Care	*	*	*	20.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Dr Martin Luther King Jr School Complex
(01-0110-140)
Grades Offered: PK-08
2018-2019

NJ SCHOOL PERFORMANCE REPORT

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

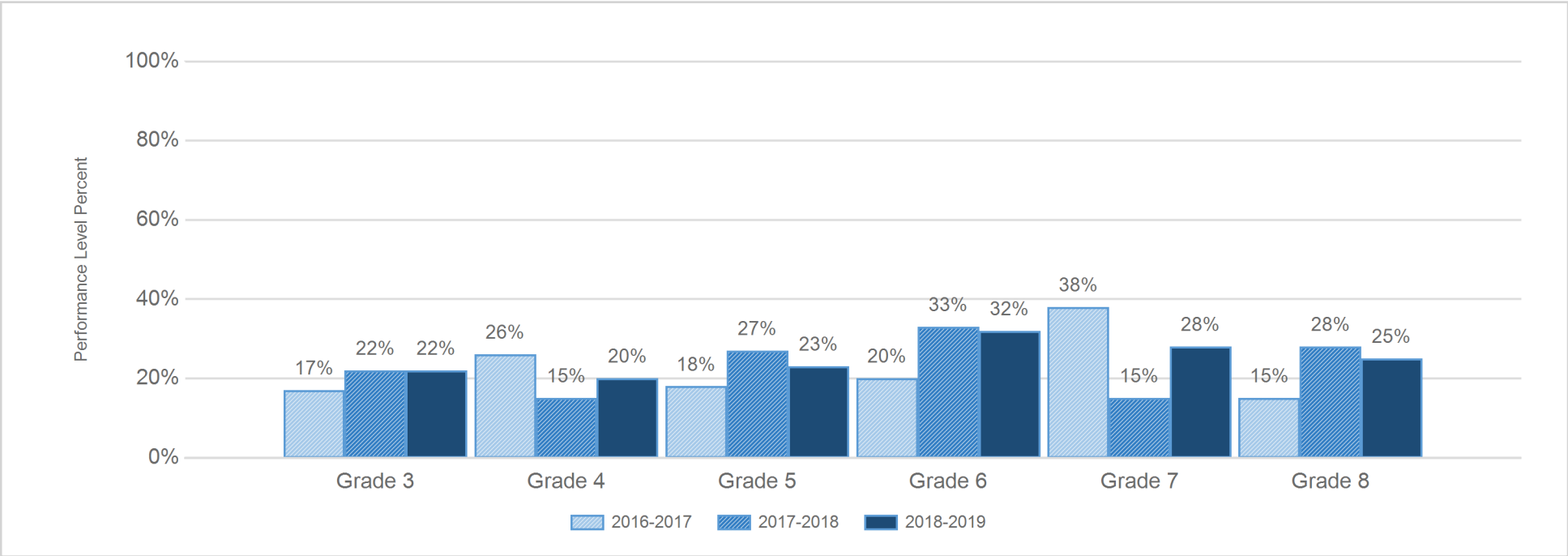| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	724	725	748	28%	21%	29%	*	*	22%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	15	732	721	734	*	*	*	*	*	27%	36%
Black or African American	46	719	714	731	33%	24%	24%	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	34	724	727	753	*	*	*	*	*	29%	55%
Male	34	725	723	743	*	*	*	*	*	15%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	727	751	*	*	*	*	*	*	54%
Homeless Students	*	*	704	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex
(01-0110-140)
Grades Offered: PK-08
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	729	734	755	*	39%	27%	*	*	20%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	37	731	723	739	*	41%	*	*	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	736	762	*	*	*	*	*	*	64%
Female	23	742	742	760	*	*	*	*	*	*	62%
Male	26	718	726	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	696	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	726	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex
(01-0110-140)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	725	728	756	23%	23%	32%	23%	0%	23%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	12	732	727	743	*	*	*	*	*	33%	44%
Black or African American	50	722	717	739	24%	24%	34%	*	*	18%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	30	744	730	761	*	*	*	*	*	*	64%
Male	36	710	727	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	15	689	698	724	*	*	*	*	*	*	23%
Students without Disabilities	51	736	736	762	*	*	*	*	*	*	65%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	731	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex
(01-0110-140)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	730	737	754	20%	29%	19%	*	*	32%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	14	735	*	743	*	*	*	*	*	36%	43%
Black or African American	42	730	721	738	*	29%	*	31%	0%	31%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	23	733	745	762	*	*	*	*	*	39%	64%
Male	36	729	729	748	*	*	*	*	*	28%	48%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	751	763	*	*	*	*	*	*	67%
Students with Disabilities	11	698	*	722	*	*	*	*	*	*	19%
Students without Disabilities	48	738	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	*	*	719	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	726	738	761	26%	22%	24%	*	*	28%	63%
White	*	*	745	769	*	*	*	*	*	*	72%
Hispanic	10	728	733	747	*	*	*	*	*	30%	50%
Black or African American	43	723	725	741	23%	28%	26%	*	*	23%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	26	733	745	769	*	*	*	*	*	35%	71%
Male	32	719	730	753	*	*	*	*	*	22%	55%
Economically Disadvantaged Students	*	*	737	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	747	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	695	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	747	769	*	*	*	*	*	*	71%
English Learners	N	N	699	706	N	N	N	N	N	N	12%
Non-English Learners	58	726	740	763	26%	22%	24%	*	*	28%	65%
Homeless Students	*	*	728	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

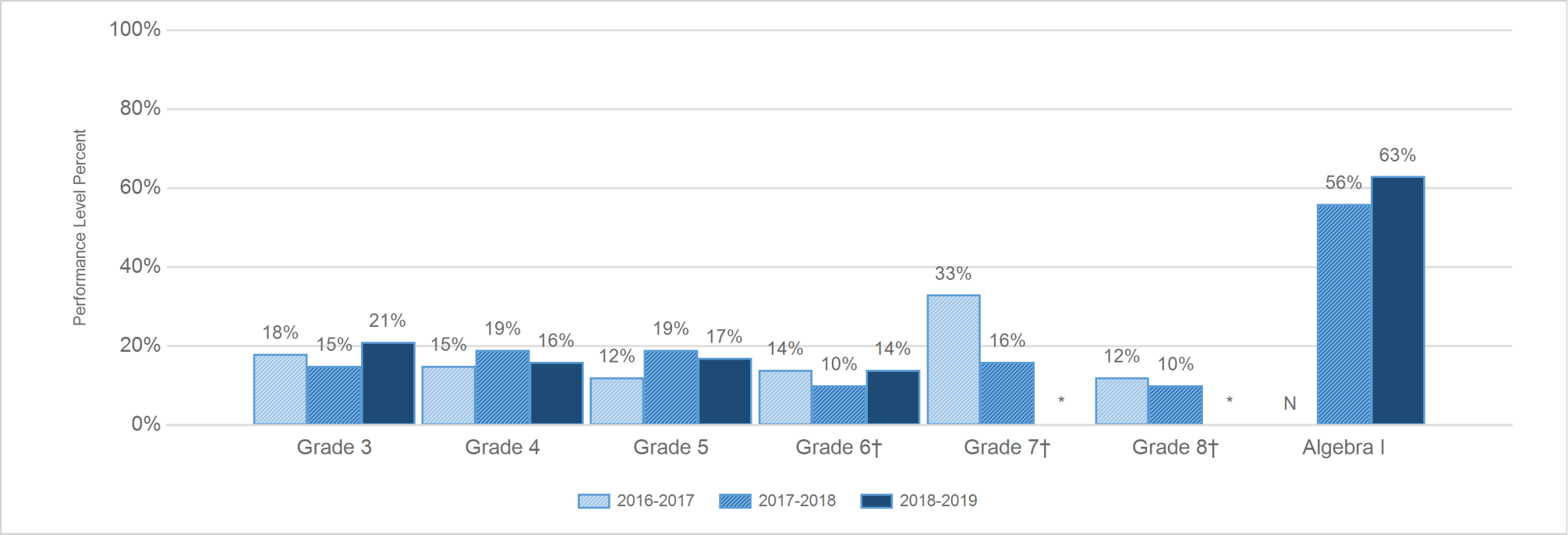| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	726	734	762	23%	28%	23%	*	*	25%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	*	*	736	747	*	*	*	*	*	*	49%
Black or African American	47	727	721	741	26%	23%	28%	*	*	23%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	30	739	740	771	*	*	*	*	*	40%	71%
Male	30	713	728	753	*	*	*	*	*	10%	55%
Economically Disadvantaged Students	48	726	734	743	*	*	*	*	*	25%	45%
Non-Economically Disadvantaged Students	12	727	734	772	*	*	*	*	*	25%	72%
Students with Disabilities	13	685	704	721	*	*	*	*	*	*	22%
Students without Disabilities	47	738	740	770	*	*	*	*	*	*	71%
English Learners	N	N	704	708	N	N	N	N	N	N	12%
Non-English Learners	60	726	736	764	23%	28%	23%	*	*	25%	65%
Homeless Students	*	*	715	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

Report Key:

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N No Data is available to display
† This indicates a table specific note, see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	339	98.4	16.2	*	44.5	16.2	26	Not Met
White	*	*	40.0	23.8	54.1	38.1	**	**
Hispanic	65	98.6	24.6	17.5	28.8	24.6	27.5	Met Target†
Black or African American	247	98.5	12.6	*	23.0	12.6	25.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	56.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	11	100.0	*	32.0	53.3	*	**	**
Female	157	97.7	19.7	22.0	44.9	19.7		
Male	182	99.0	13.2	21.6	44.2	13.2		
Economically Disadvantaged Students	310	98.5	15.2	21.3	26.3	15.2	24.3	Not Met
Non-Economically Disadvantaged Students	29	97.2	27.6	26.2	54.9	27.6		
Students with Disabilities	55	95.2	*	*	17.4	*	18.8	Not Met
Students without Disabilities	284	99.0	*	*	50.0	*		
English Learners	17	100.0	35.3	23.5	25.0	35.3	**	**
Non-English Learners	322	98.3	15.2	21.1	46.5	15.2		
Homeless Students	15	100.0	13.3	*	17.1	13.3		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Dr Martin Luther King Jr School Complex
(01-0110-140)
Grades Offered: PK-08
2018-2019

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

	Grade 3	Grade 4	Grade 5	Grade 6†	Grade 7†	Grade 8†	Algebra I
2016-2017	18%	15%	12%	14%	33%	12%	N
2017-2018	15%	19%	19%	10%	16%	10%	56%
2018-2019	21%	16%	17%	14%	*	*	63%

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	68	724	732	752	18%	38%	24%	21%	0%	21%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	15	738	729	739	*	*	*	*	*	40%	40%
Black or African American	46	719	723	735	*	48%	*	*	*	15%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	34	722	730	751	*	*	*	*	*	18%	54%
Male	34	725	733	752	*	*	*	*	*	24%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	712	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	*	*	724	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

Dr Martin Luther King Jr School Complex

(01-0110-140)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	722	727	749	20%	39%	24%	*	*	16%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	725	737	*	*	*	*	*	*	36%
Black or African American	37	724	716	731	*	41%	*	*	*	19%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	761	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	731	754	*	*	*	*	*	*	58%
Female	23	732	732	749	*	*	*	*	*	*	50%
Male	26	713	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex

(01-0110-140)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	725	722	747	*	39%	35%	*	*	17%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	12	728	719	735	*	*	*	*	*	25%	30%
Black or African American	50	723	714	729	*	38%	42%	*	*	10%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	30	732	720	747	*	*	*	*	*	*	47%
Male	36	720	723	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	15	717	712	725	*	*	*	*	*	*	19%
Students without Disabilities	51	728	724	752	*	*	*	*	*	*	52%
English Learners	*	*	711	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	723	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

Dr Martin Luther King Jr School Complex

(01-0110-140)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	716	725	741	26%	41%	19%	*	*	14%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	14	719	*	729	*	*	*	*	*	14%	24%
Black or African American	41	715	711	722	27%	41%	*	*	*	12%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	23	712	726	742	*	*	*	*	*	*	42%
Male	35	719	724	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	743	750	*	*	*	*	*	*	53%
Students with Disabilities	10	694	*	716	*	*	*	*	*	*	12%
Students without Disabilities	48	721	*	746	*	*	*	*	*	*	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	*	*	706	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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(01-0110-140)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	715	728	744	*	*	*	*	*	*	42%
White	*	*	724	751	*	*	*	*	*	*	53%
Hispanic	10	719	725	733	*	*	*	*	*	10%	26%
Black or African American	43	712	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	26	718	730	744	*	*	*	*	*	*	42%
Male	32	712	726	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	728	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	704	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	749	*	*	*	*	*	*	48%
English Learners	N	N	713	716	N	N	N	N	N	N	10%
Non-English Learners	58	715	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	720	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Dr Martin Luther King Jr School Complex

(01-0110-140)

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	702	714	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	719	722	*	*	*	*	*	*	22%
Black or African American	34	700	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	21	700	716	731	*	*	*	*	*	*	31%
Male	23	703	712	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	13	680	694	707	*	*	*	*	*	*	10%
Students without Disabilities	31	710	719	734	*	*	*	*	*	*	35%
English Learners	N	N	706	706	N	N	N	N	N	N	10%
Non-English Learners	44	702	715	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	16	756	722	744	*	0%	*	*	*	63%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	717	728	*	*	*	*	*	*	24%
Black or African American	13	753	713	725	*	0%	*	*	*	54%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	725	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	723	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	16	756	727	748	*	0%	*	*	*	63%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	16	756	724	745	*	0%	*	*	*	63%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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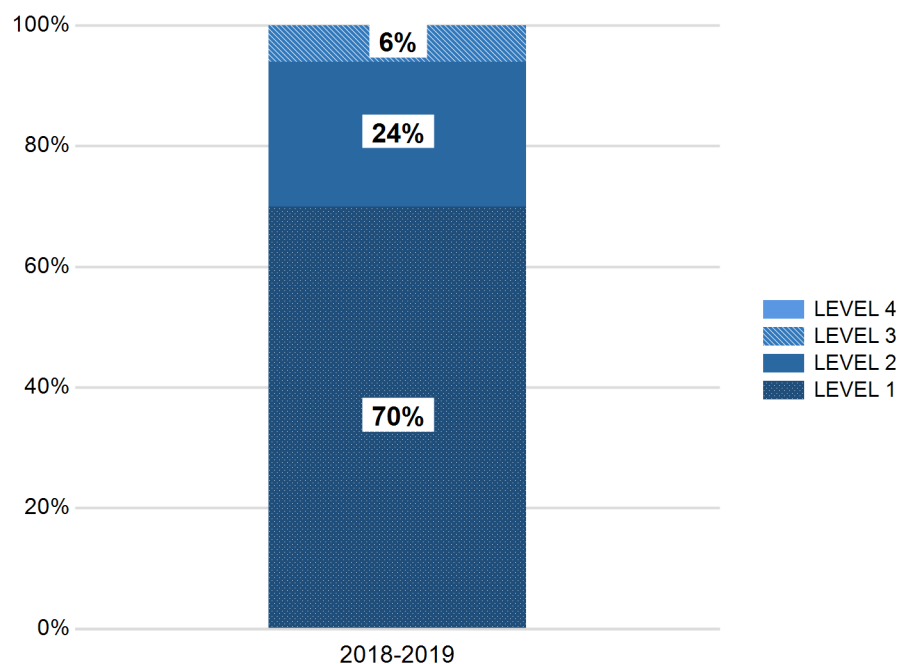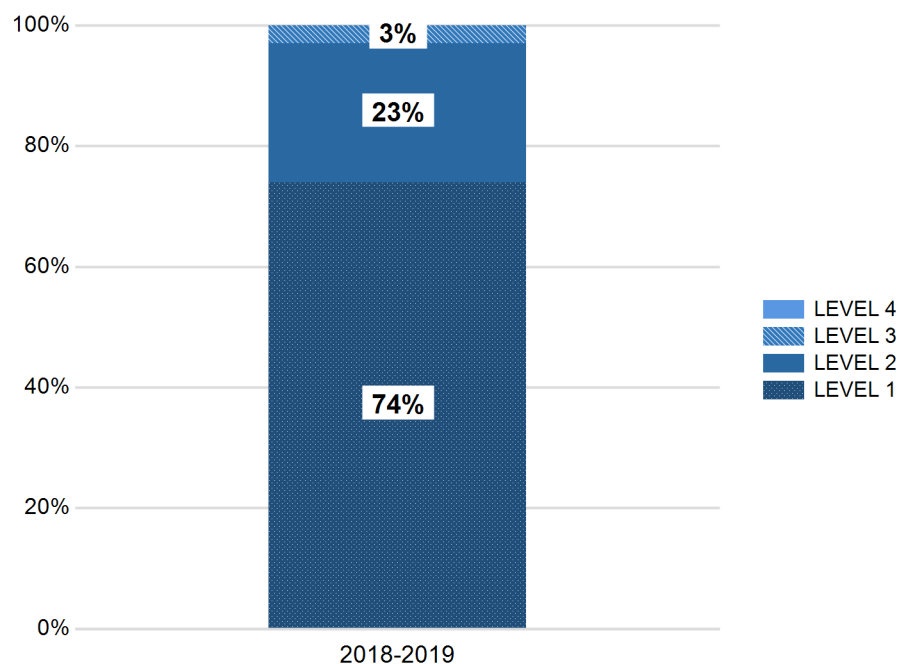 ** Accountability calculations require 20 or more students
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	81.8%	40.9%	Exceeds

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	90.0%	10.0%
3-4	12	83.3%	16.7%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	24	6	0
White	*	*	*	*
Hispanic	67	27	7	0
Black or African American	75	19	6	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	34	9	0
Male	83	14	3	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	74	23	3	0
White	*	*	*	*
Hispanic	73	27	0	0
Black or African American	78	20	2	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	69	28	3	0
Male	79	18	3	0
Economically Disadvantaged Students	75	21	4	0
Non-Economically Disadvantaged Students	69	31	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	74	23	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	58
7	0	0	60
8	16	0	48
Total	16	0	166

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

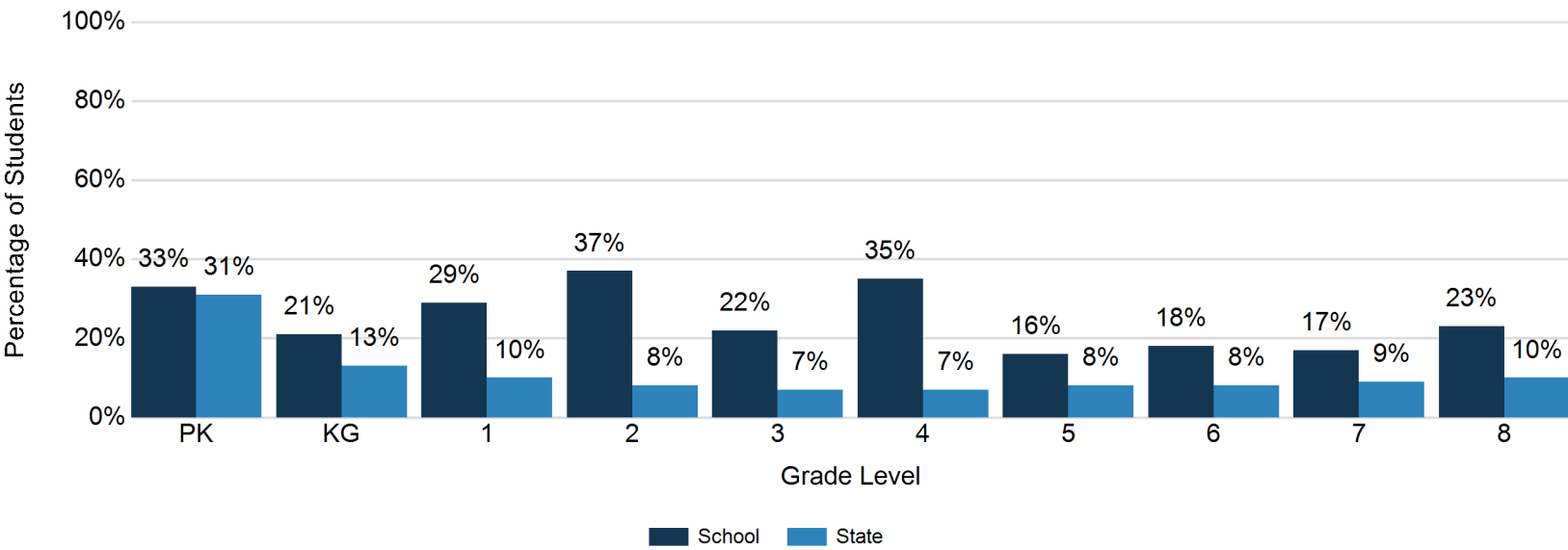| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	58
7	0	0	0	0	0	0	60
8	0	0	0	0	0	0	64
Total	0	0	0	0	0	0	182

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(01-0110-140)

Grades Offered: PK-08

2018-2019

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

100.0%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC
School 100.0%
State 65.1%

DANCE
School 0.0%
State 2.2%

DRAMA
School 0.0%
State 7.1%

VISUAL ARTS
School 86.8%
State 70.0%

Dr Martin Luther King Jr School Complex

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2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	135	24.1	9.0	Not Met
White	*	*	**	**
Hispanic	33	25.2	9.0	Not Met
Black or African American	92	23.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	31.6	**	**
Female	57	21.7		
Male	78	26.2		
Economically Disadvantaged Students	135	24.9	9.0	Not Met
Students with Disabilities	31	34.1	9.0	Not Met
English Learners	7	17.9	9.0	Not Met
Homeless Students	8	34.8		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

Chart: Percentage of Students chronically absent by Grade Level (School vs State)

Grade Level	School	State
PK	33%	31%
KG	21%	13%
1	29%	10%
2	37%	8%
3	22%	7%
4	35%	7%
5	16%	8%
6	18%	8%
7	17%	9%
8	23%	10%

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.79

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	1	2	3
Sexual Orientation	0	0	0
Disability	1	1	2
Other	1	2	3
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	12	1.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
14

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	63	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	82.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	315:1	219:1
Teachers to Administrators	32:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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2018-2019

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	82.5%	100.0%	48.4%	77.1%	54.9%
Male	53.4%	17.5%	0.0%	51.6%	22.9%	45.1%
White	2.1%	41.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	22.4%	12.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	70.3%	42.9%	100.0%	15.0%	6.6%	13.9%
Asian	1.6%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher ████████████ 53%

Admin   N/A

Master's Degree

Teacher ██████████ 47%

Admin   ████████████████████ 100%

Doctoral Degree

Teacher 0%

Admin   0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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(01-0110-140)

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.6%	23.2%	25.6%
Math Proficiency	16.8%	18.1%	16.2%
ELA Growth	38	40	44
Math Growth	43	55	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		39.1%	81.8%
Chronic Absenteeism	19.5%	21.1%	24.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Met Standard	Exceeds Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

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(01-0110-140)
Grades Offered: PK-08
2018-2019

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 the school or district directly.

Highlights:	• Award winning STEM team at the Greater Philadelphia SeaPerch Regional Competition and recipient of Verizon Tech Grant. • Awarded the AtlantiCare Healthy Schools Grant for the installation of a community garden. • Participation in District Battle of the Books & SumDog County Math Competition as well as various school competitions.
Mission, Vision, Theme:	It is the vision of the Dr. Martin L. King, Jr. School Complex to develop lifelong learners who are productive members of society and are empowered to be change agents in our world. Our mission is to provide a safe, nurturing learning environment that fosters an equitable, inquiry based, student centered education to all children through the latest technological, academic and social initiatives. The school has a focus on the use of technology and STEM related activities.
Awards, Recognition, Accomplishments:	For the fifth year in a row, the STEM students have received honors and awards at the Greater Philly SeaPerch Regional Competition, an underwater robotics competition sponsored by Temple & Drexel Universities and the U.S.Navy. District and School-based competitions in the Battle of the Books and School based competition in a Spelling Bee.

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Courses, Curriculum, Instruction:	Dr. King Complex implements a rigorous curriculum utilizing the whole school reform model, Literacy Collaborative. This model, researched and grounded in best practice, is dedicated to developing lifelong learners who thrive in the areas of English Language Arts and also crosses curricular lines to encompass science, mathematics and social studies. Math and Science are highlighted at the school through efforts in STEM and utilizing a Maker-space model for the deepening of inquiry-based learning.
Clubs and Activities:	Clubs at Dr. King include the NJHS, STEM club, Yearbook, Diamond Girls, Digital Design, Garden Club, Art Club, as well as groups focused on the other interests such as Visual and Performing Arts and Physical fitness activities for students and staff.

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Before and After School Programs:	Through the use of Title and District funding, the students enjoy a before and after school program. These programs focus on academics as well as yoga and STEM. Younger students' reading progress is accelerated through the use of Leveled Literacy Intervention and upper grades through the use of thematic units. Clubs enhance the learning by teaching affective skills.
Staff and Professional Learning:	The staff at Dr. King Complex has embarked on the use of Professional Learning Communities and meets regularly for professional development opportunities in all of the content areas. With an emphasis on reading and writing in the content areas, teachers have implemented sound practices on research based writing. In this shared leadership culture, teachers lead and share best practices with staff members. An increased opportunity for vertical articulation has strengthened our climate.

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Student Supports and Services:	Speech, Physical and Occupational therapy are available to students with disabilities as needed. Dr. King School has a growing number of students who are English Language Learners and their needs are met by our ESL instructors.
Student Health and Wellness:	Dr. King Complex offers breakfast and lunch programs for all students, and a dinner program for students attending the after school program. The Garden Grant has a healthy school component, where healthy eating and lifestyles for families is encouraged.
Parent and Community Involvement:	Our Parent Action Council has been instrumental in assisting with the building of Student Activities Funding allowing students the privilege of trips. They have provided the vehicle for parent development workshops enabling parents to assist the children in their academic and social growth. Parents use Living Tree and the parent portal of PowerSchool to monitor student outcomes.

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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 the school or district directly.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey includes responses from teachers, parents, support personnel, and community members. Our school survey demonstrates that there is growth in areas of climate and culture as well as leadership and development. Parents' surveys reveal that parents are pleased with curriculum and programs offered by the district and the school.
Facilities:	Dr. Martin Luther King, Jr. School Complex is a Pre-K through Grade 8 campus nestled in the Westside & Venice Park community, which is comprised of single family homes, and three apartment complexes, and is focused on the success and academic progression of all students. The school has a unique round structure and has three floors with a separate gymnasium and an olympic sized pool. We are a community based school that opens its doors to community groups and hosts a plethora of events.
School Safety:	Dr. King Complex participates in monthly fire drills and monthly emergency drills which include lockdowns, active shooter drills, evacuations, bomb threats and shelter in place drills. The seven (7) member school safety team is established and meets to ensure that the procedures for safety are in place.

Dr Martin Luther King Jr School Complex

(01-0110-140)

Grades Offered: PK-08

2018-2019

Report Key:
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School Narrative

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

Technology and STEM:	Dr. King Complex students enjoy a variety of technological experiences. From TV production to the use of IPads and assistive technology, students have gained valuable experience and have been able to meet expectations. Online sites such as BrainPOP, Compass Learning, READ180 support student learning.
Early Childhood Education:	Dr. King Complex houses five (5) PK classes all of which engage in learning utilizing Creative Curriculum and Strategies Gold. Parents are supported by the Early Childhood department as well as by the school. There are multiple opportunities for parents to engage in activities with their children and with other parents at the school.

Dr Martin Luther King Jr School Complex

(01-0110-140)

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School Narrative

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Other Information

The staff at Dr. King School endeavors to develop independent learners who apply their skills and strategies to meet the demands of today's society. To support the students' efforts and provide a safety net ensuring success as its Response to Intervention, the school offers Reading Recovery, Leveled Literacy Instruction (LLI), as well as Scholastic's READ 180. The mathematics program follows a 5E model, which utilizes the math text as a resource. Using an 8-week benchmarking system, student growth and performance are measured and the data are used to inform instruction. The use of these assessments at the upper grade levels allows many students to be placed in accelerated programs such as Pre- Algebra along with the mathematics core. The PreK program utilizes Strategies Gold and boasts of a newly established PIRT team which addresses the needs and provides interventions of students as they transition into school. All students have access to technology through the use of Chromebooks, IPads, Kindles, and desktops. Our school leadership team is comprised of all stakeholders including representatives from the community. Safety is a key concern and our students have the security of knowing that the school is staffed with three safety officers. The enforcement of our uniform policy, levels the playing field. A school with in excess of 85% free and reduced lunch, our guidance counselor works to encourage compassion and acceptance of all, making this a school with high regard for others.

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Mr. James Knox
Address	411 N New York Avenue Atlantic City, NJ 08401
Phone Number	609-343-7280
Email Address	jknox@acboe.org
Website	https://www.acboe.org/ny
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	44	43	37
KG	67	72	61
1	58	71	73
2	62	58	58
3	60	60	48
4	72	60	67
5	51	70	59
6	57	54	59
7	53	53	54
8	44	52	56
Total	568	593	572

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	51.8%	52.1%	51.9%
Male	48.2%	47.9%	48.1%
Economically Disadvantaged Students	98.4%	99.7%	98.8%
Students with Disabilities	14.3%	15.2%	16.4%
English Learners	7.2%	7.9%	7.7%
Homeless Students	2.8%	2.7%	3.7%
Students in Foster Care	1.1%	1.9%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.7%	1.0%	1.2%
Hispanic	19.9%	20.6%	22.2%
Black or African American	74.8%	72.7%	69.8%
Asian	2.8%	3.0%	3.7%
Native Hawaiian or Pacific Islander	0.7%	0.5%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.1%	2.2%	2.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	44	43	37
KG - Half Day	0	0	0
KG - Full Day	67	72	61

Enrollment by Home Language

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

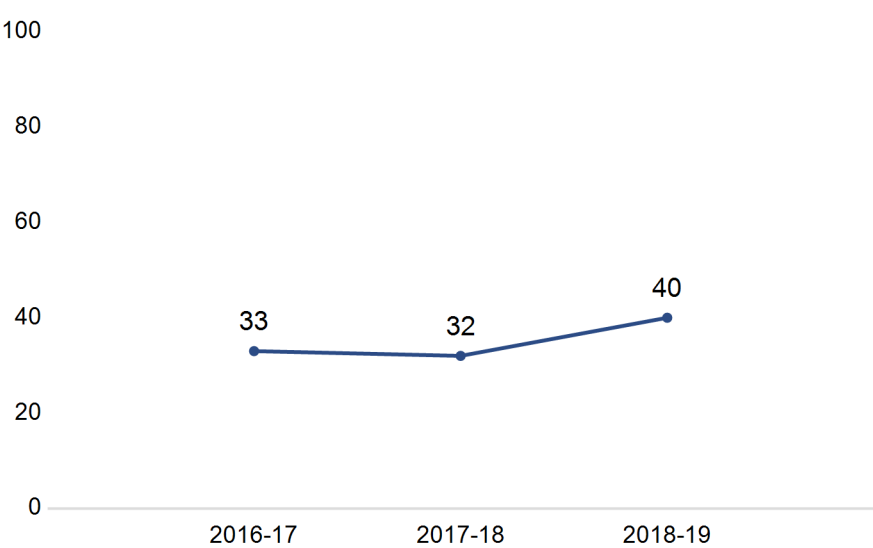| Home Language	% of Students
English	85.0%
Spanish	9.3%
Urdu	1.7%
Creoles and pidgins, French-based	1.0%
Other Languages	3.0%

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

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2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

- 2016-17: 33
- 2017-18: 32
- 2018-19: 40

Math Median Student Growth Percentile

- 2016-17: 44
- 2017-18: 45.5
- 2018-19: 51

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	33	32	40	44	45.5	51
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	40	49	50	Met Standard	51	45	50	Met Standard
White	*	50.5	50	**	*	44	52	**
Hispanic	40	50	49	Met Standard	60	45	47	Exceeds Standard
Black or African American	39.5	44	45	Not Met	51	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	68	55	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	43	52	53	N	59	46	50	N
Male	38	46	47	N	45	44.5	51	N
Economically Disadvantaged Students	39	49	48	Not Met	51	45	46	Met Standard
Students with Disabilities	47	36	43	Met Standard	31.5	36	45	Not Met
English Learners	50	49	52	**	58	49	50	**
Homeless Students	*	48.5	43	N	*	42	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

New York Avenue School

(01-0110-070)

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2018-2019

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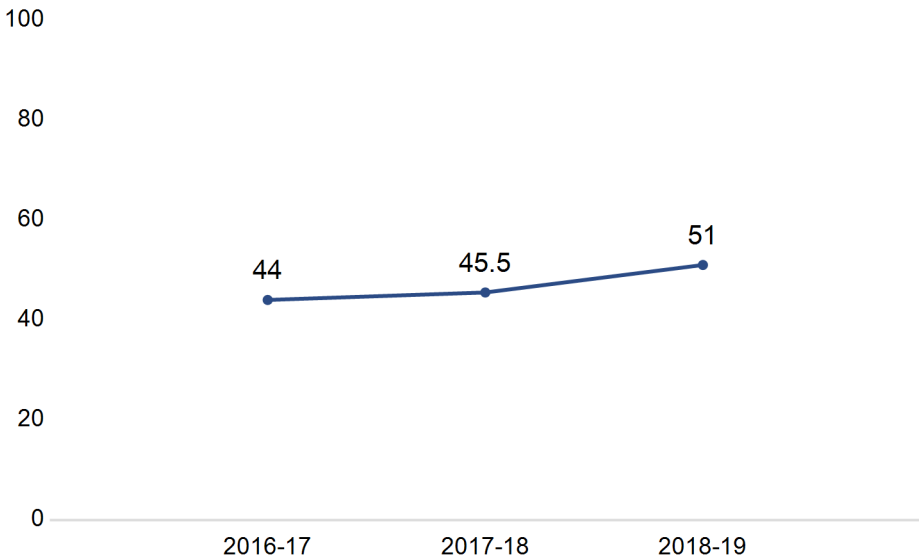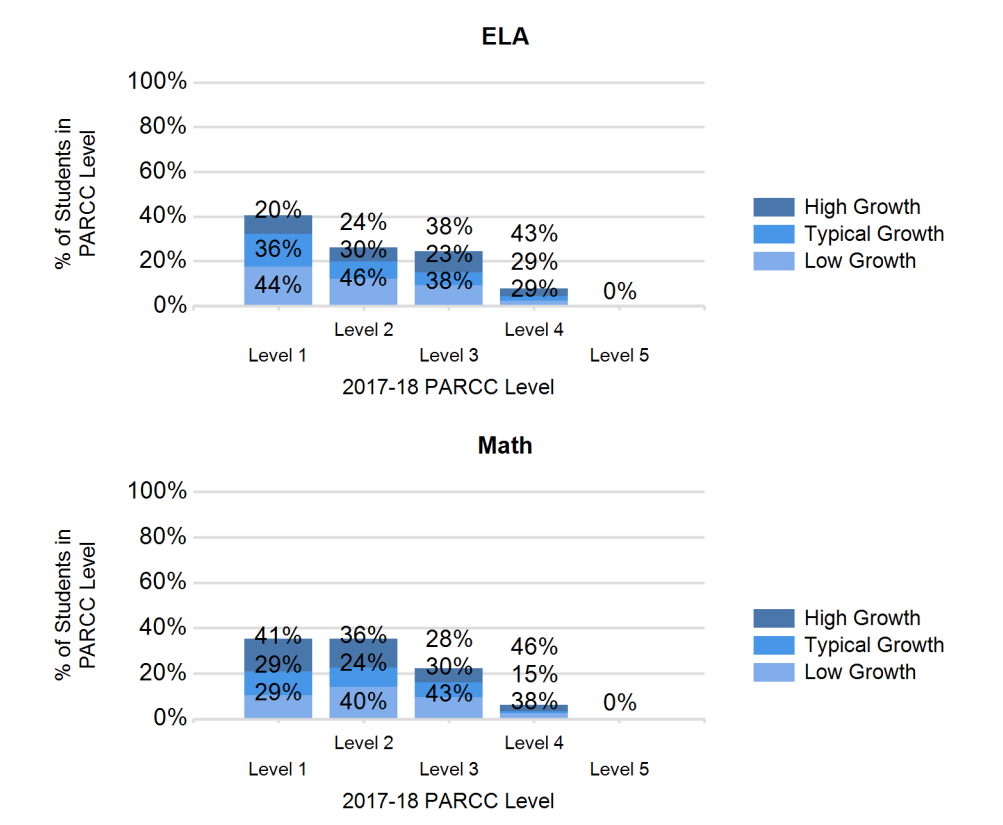† This indicates a table specific note, see note below table

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

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

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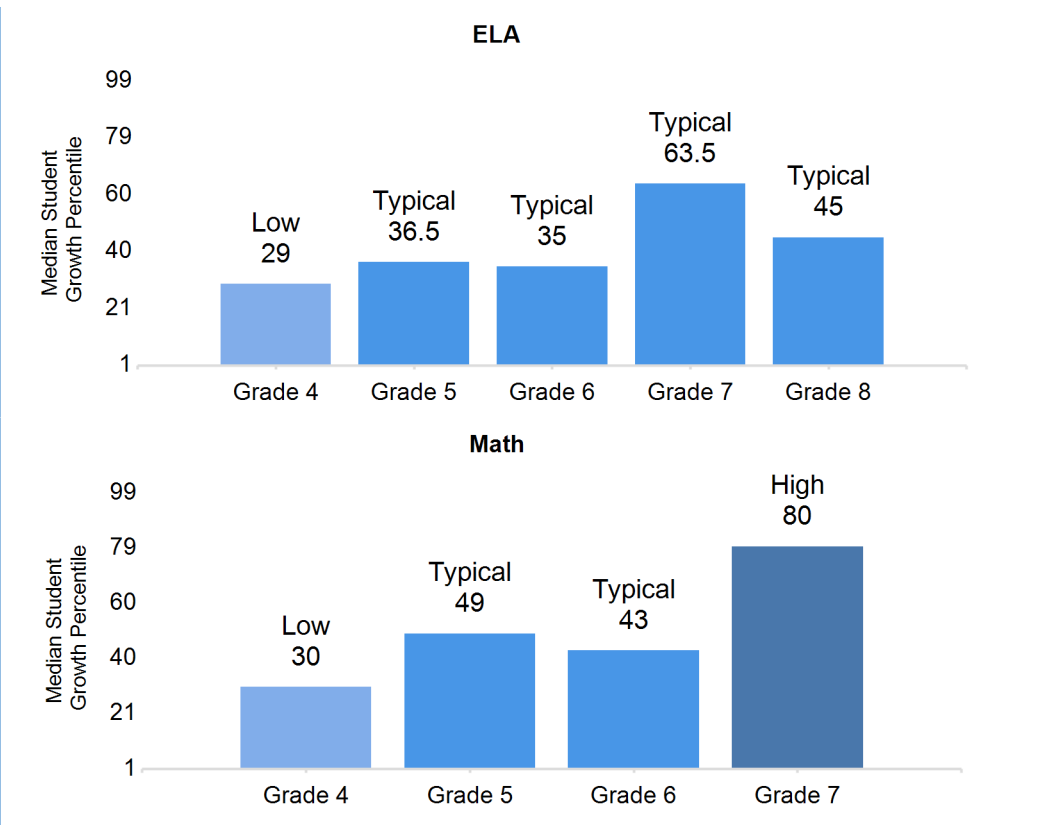
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

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

ELA

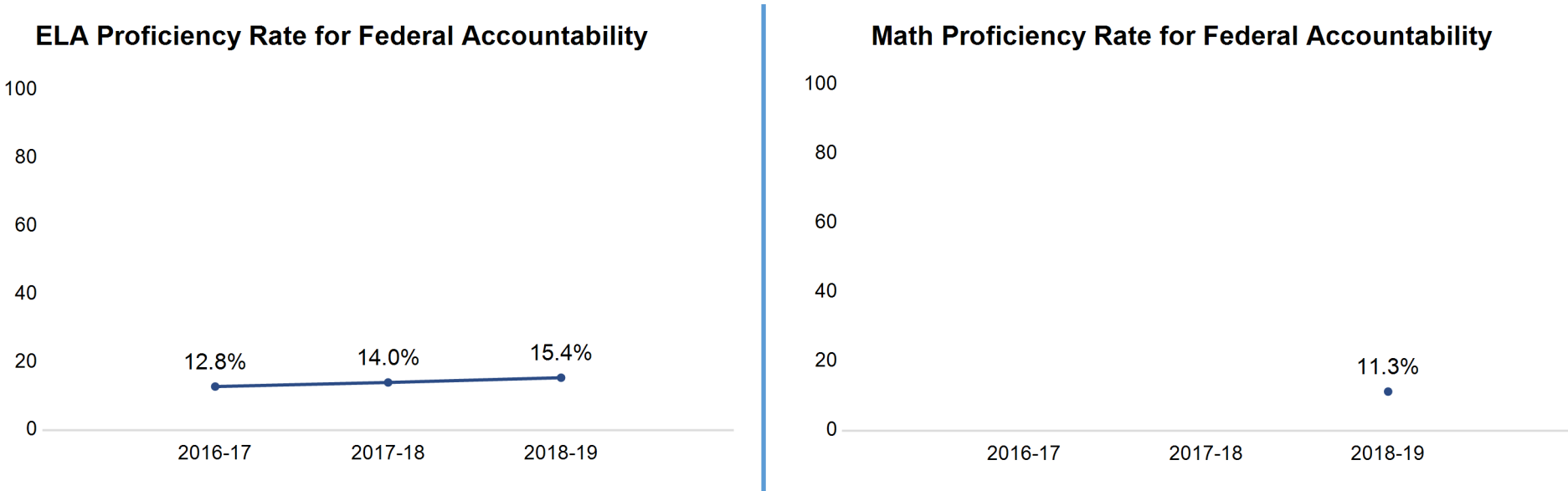Math

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NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

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2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.1%	97.8%	97.9%	97.5%	97.0%	96.6%
Proficiency Rate for Federal Accountability	12.8%	14.0%	15.4%	*	*	11.3%
Annual Target	15.1%	18.5%	21.9%	12.3%	15.8%	19.4%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	306	97.9	15.4	32.7	57.9	15.4	21.9	Not Met
White	*	*	*	44.7	66.9	*	**	**
Hispanic	64	98.5	15.6	27.8	43.9	15.6	20.7	Met Target†
Black or African American	221	98.4	12.7	20.0	38.5	12.7	22.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	11	100.0	72.7	66.2	82.9	72.7	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	158	97.7	19.6	*	64.8	19.6		
Male	148	98.2	10.8	*	51.3	10.8		
Economically Disadvantaged Students	295	97.9	14.9	*	40.0	14.9	22	Not Met
Non-Economically Disadvantaged Students	11	100.0	27.3	*	67.9	27.3		
Students with Disabilities	78	94.4	*	*	22.7	*	9.7	Not Met
Students without Disabilities	228	99.2	*	*	65.1	*		
English Learners	30	100.0	30.0	*	29.3	30.0	16.5	Met Target
Non-English Learners	276	97.7	13.8	*	60.6	13.8		
Homeless Students	*	*	*	13.9	29.1	*		
Students In Foster Care	*	*	*	20.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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NJ SCHOOL PERFORMANCE REPORT

New York Avenue School
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.
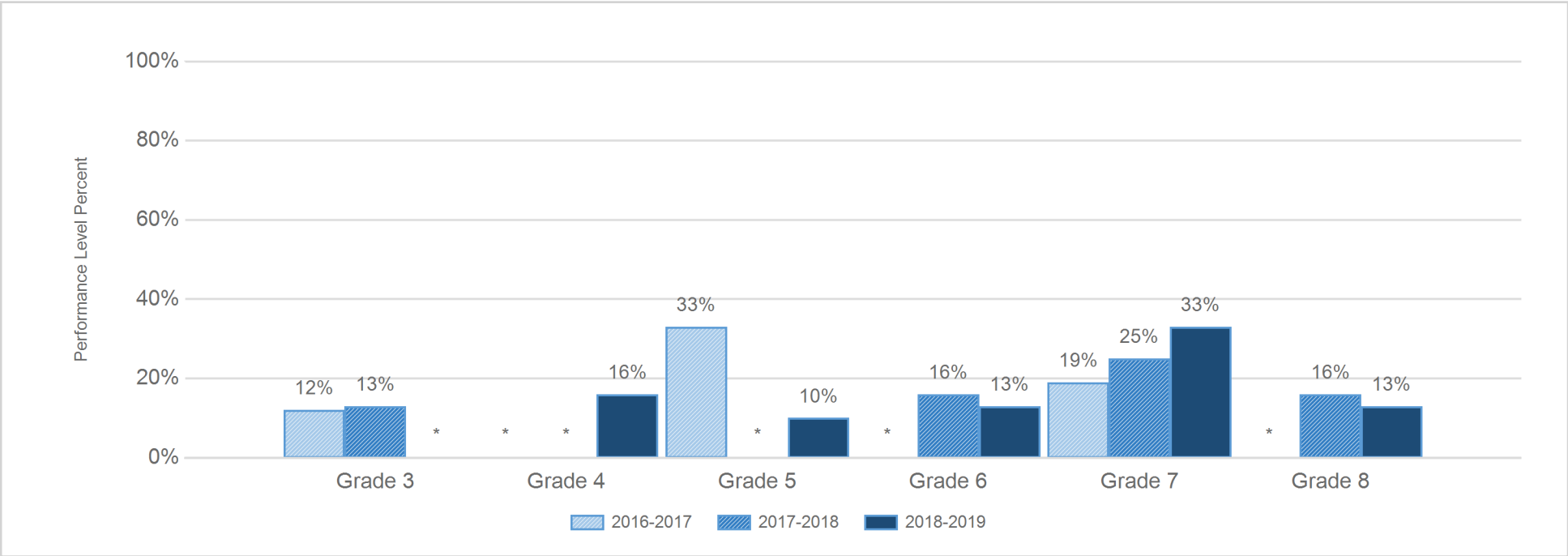
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	693	725	748	*	*	*	*	*	*	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	17	691	721	734	*	*	*	*	*	*	36%
Black or African American	28	686	714	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	27	701	727	753	*	*	*	*	*	*	55%
Male	23	683	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	14	691	694	719	*	*	*	*	*	*	24%
Students without Disabilities	36	693	729	754	*	*	*	*	*	*	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	727	751	*	*	*	*	*	*	54%
Homeless Students	N	N	704	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	710	734	755	42%	28%	*	*	*	16%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	10	712	732	743	*	*	*	*	*	20%	44%
Black or African American	49	707	723	739	47%	24%	*	*	*	12%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	736	762	*	*	*	*	*	*	64%
Female	25	719	742	760	*	*	*	*	*	24%	62%
Male	39	704	726	750	*	*	*	*	*	10%	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	14	688	696	725	*	*	*	*	*	*	25%
Students without Disabilities	50	716	739	761	*	*	*	*	*	*	64%
English Learners	*	*	726	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	706	728	756	46%	32%	*	*	*	10%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	12	706	727	743	*	*	*	*	*	*	44%
Black or African American	35	701	717	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	28	712	730	761	*	*	*	*	*	*	64%
Male	22	698	727	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	13	694	698	724	*	*	*	*	*	*	23%
Students without Disabilities	37	710	736	762	*	*	*	*	*	*	65%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	731	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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New York Avenue School
(01-0110-070)
Grades Offered: PK-08
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	706	737	754	54%	21%	*	*	*	13%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	46	704	721	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	22	715	745	762	*	*	*	*	*	*	64%
Male	34	699	729	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	751	763	*	*	*	*	*	*	67%
Students with Disabilities	19	687	*	722	*	*	*	*	*	*	19%
Students without Disabilities	37	715	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	*	*	719	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School
(01-0110-070)
Grades Offered: PK-08
2018-2019

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 * Data is not displayed in order to protect student privacy
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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	731	738	761	21%	23%	23%	*	*	33%	63%
White	*	*	745	769	*	*	*	*	*	*	72%
Hispanic	15	727	733	747	*	*	*	*	*	33%	50%
Black or African American	40	731	725	741	*	*	30%	*	*	33%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	33	736	745	769	*	*	*	*	*	33%	71%
Male	24	724	730	753	*	*	*	*	*	33%	55%
Economically Disadvantaged Students	*	*	737	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	747	771	*	*	*	*	*	*	73%
Students with Disabilities	11	706	695	720	*	*	*	*	*	*	22%
Students without Disabilities	46	737	747	769	*	*	*	*	*	*	71%
English Learners	*	*	699	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	740	763	*	*	*	*	*	*	65%
Homeless Students	*	*	728	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School
(01-0110-070)
Grades Offered: PK-08
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	713	734	762	41%	20%	26%	*	*	13%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	*	*	736	747	*	*	*	*	*	*	49%
Black or African American	45	709	721	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	31	718	740	771	*	*	*	*	*	*	71%
Male	23	706	728	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	734	772	*	*	*	*	*	*	72%
Students with Disabilities	11	701	704	721	*	*	*	*	*	*	22%
Students without Disabilities	43	716	740	770	*	*	*	*	*	*	71%
English Learners	*	*	704	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	764	*	*	*	*	*	*	65%
Homeless Students	*	*	715	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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NJ SCHOOL PERFORMANCE REPORT

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(01-0110-070)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	311	96.6	11.3	*	44.5	11.3	19.4	Not Met
White	*	*	*	23.8	54.1	*	**	**
Hispanic	68	98.6	16.2	17.5	28.8	16.2	17.2	Met Target†
Black or African American	219	96.4	*	*	23.0	*	20	Not Met
Asian, Native Hawaiian, or Pacific Islander	14	100.0	42.9	56.6	76.5	42.9	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	159	96.6	*	22.0	44.9	*		
Male	152	96.6	*	21.6	44.2	*		
Economically Disadvantaged Students	300	96.4	10.3	21.3	26.3	10.3	19.5	Not Met
Non-Economically Disadvantaged Students	11	100.0	36.4	26.2	54.9	36.4		
Students with Disabilities	78	94.4	*	*	17.4	*	18.2	Not Met
Students without Disabilities	233	97.3	*	*	50.0	*		
English Learners	39	100.0	*	23.5	25.0	*	16.5	Met Target
Non-English Learners	272	96.1	*	21.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
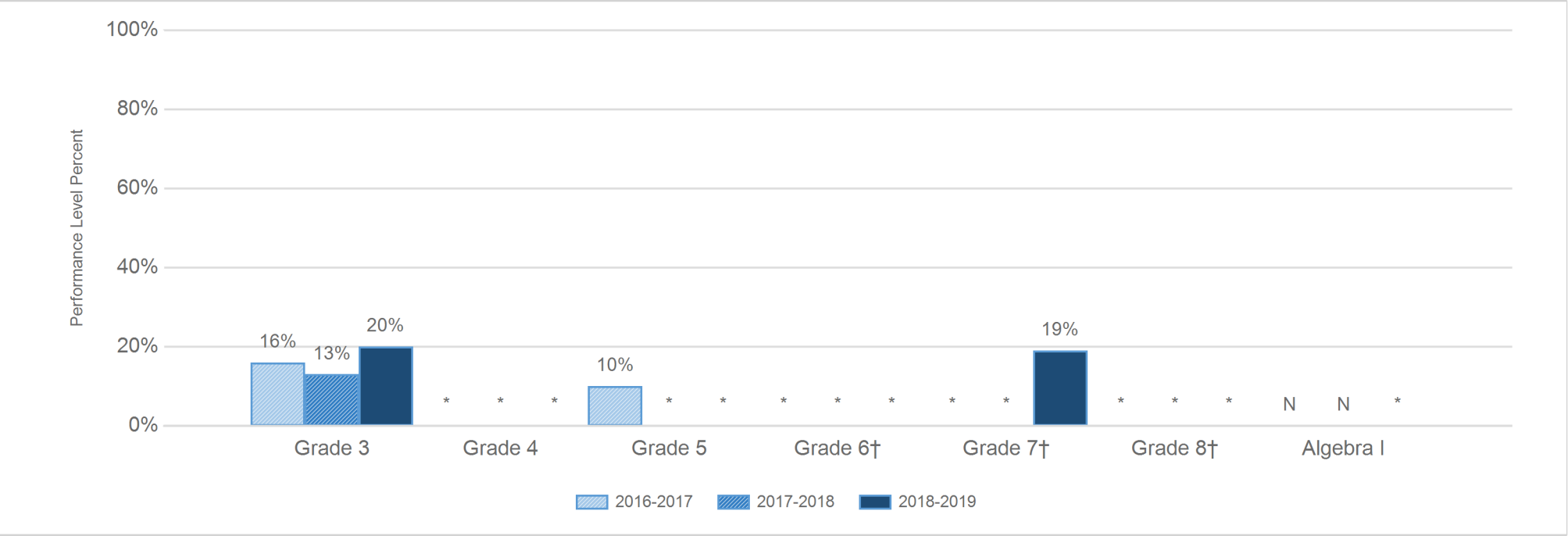
NJ SCHOOL PERFORMANCE REPORT

New York Avenue School
(01-0110-070)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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New York Avenue School

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	50	725	732	752	20%	24%	36%	20%	0%	20%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	18	729	729	739	*	*	*	*	*	17%	40%
Black or African American	27	720	723	735	*	*	41%	*	*	15%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	27	727	730	751	*	*	*	*	*	26%	54%
Male	23	723	733	752	*	*	*	*	*	13%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	14	707	712	731	*	*	*	*	*	*	31%
Students without Disabilities	36	732	735	756	*	*	*	*	*	*	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	N	N	724	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	712	727	749	*	*	*	*	*	*	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	10	717	725	737	*	*	0%	*	*	20%	36%
Black or African American	48	710	716	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	731	754	*	*	*	*	*	*	58%
Female	24	727	732	749	*	*	*	*	*	*	50%
Male	40	703	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	14	698	702	726	*	*	*	*	*	*	25%
Students without Disabilities	50	716	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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NJ SCHOOL PERFORMANCE REPORT

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(01-0110-070)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	713	722	747	*	*	*	*	*	*	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	14	714	719	735	*	*	*	*	*	*	30%
Black or African American	36	708	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	30	713	720	747	*	*	*	*	*	*	47%
Male	25	712	723	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	13	706	712	725	*	*	*	*	*	*	19%
Students without Disabilities	42	715	724	752	*	*	*	*	*	*	52%
English Learners	*	*	711	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	723	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

New York Avenue School

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	702	725	741	*	*	*	*	*	*	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	45	699	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	23	701	726	742	*	*	*	*	*	*	42%
Male	33	702	724	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	743	750	*	*	*	*	*	*	53%
Students with Disabilities	19	690	*	716	*	*	*	*	*	*	12%
Students without Disabilities	37	708	*	746	*	*	*	*	*	*	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	*	*	706	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	729	728	744	*	37%	35%	*	*	19%	42%
White	*	*	724	751	*	*	*	*	*	*	53%
Hispanic	15	727	725	733	*	*	*	*	*	20%	26%
Black or African American	40	730	718	727	*	30%	40%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	33	733	730	744	*	33%	*	*	*	18%	42%
Male	24	724	726	743	*	42%	*	*	*	21%	42%
Economically Disadvantaged Students	*	*	728	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	53%
Students with Disabilities	11	720	704	718	*	*	*	*	*	27%	13%
Students without Disabilities	46	731	733	749	*	*	*	*	*	17%	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	720	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	700	714	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	719	722	*	*	*	*	*	*	22%
Black or African American	42	697	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	30	704	716	731	*	*	*	*	*	*	31%
Male	22	695	712	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	10	693	694	707	*	*	*	*	*	*	10%
Students without Disabilities	42	702	719	734	*	*	*	*	*	*	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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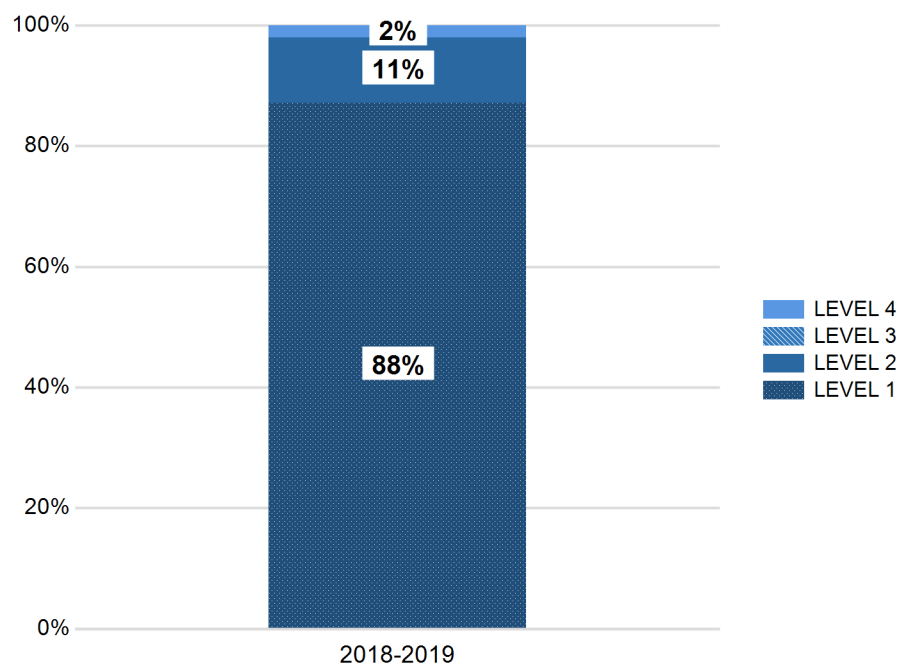Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	*	*	722	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	717	728	N	N	N	N	N	N	24%
Black or African American	*	*	713	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	*	*	725	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	723	752	N	N	N	N	N	N	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	N	N	727	748	N	N	N	N	N	N	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	724	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

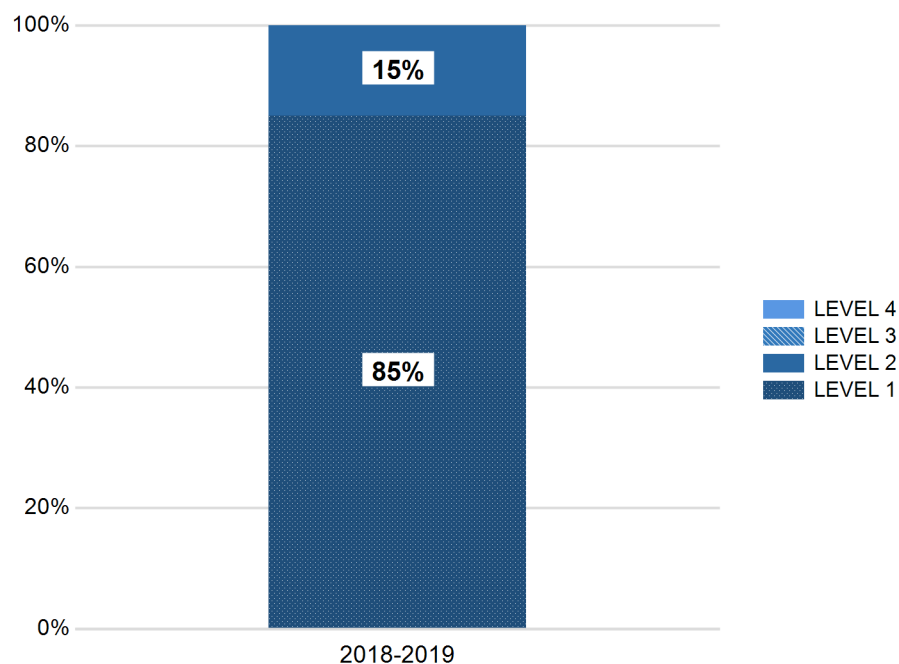**Report Key:**
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	*	*
6	*	*
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.7%	40.9%	Exceeds

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	26	*	*
3-4	16	87.5%	12.5%
5 or more	*	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	88	11	0	2
White	*	*	*	*
Hispanic	75	25	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	86	11	0	4
Male	89	11	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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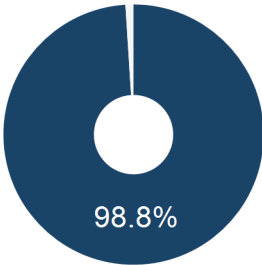
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	85	15	0	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	90	10	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	87	13	0	0
Male	83	17	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	83	17	0	0
Students without Disabilities	86	14	0	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	58
7	0	0	54
8	0	0	56
Total	0	0	168

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	50
7	0	0	0	0	0	0	53
8	0	0	0	0	0	0	55
Total	0	0	0	0	0	0	158

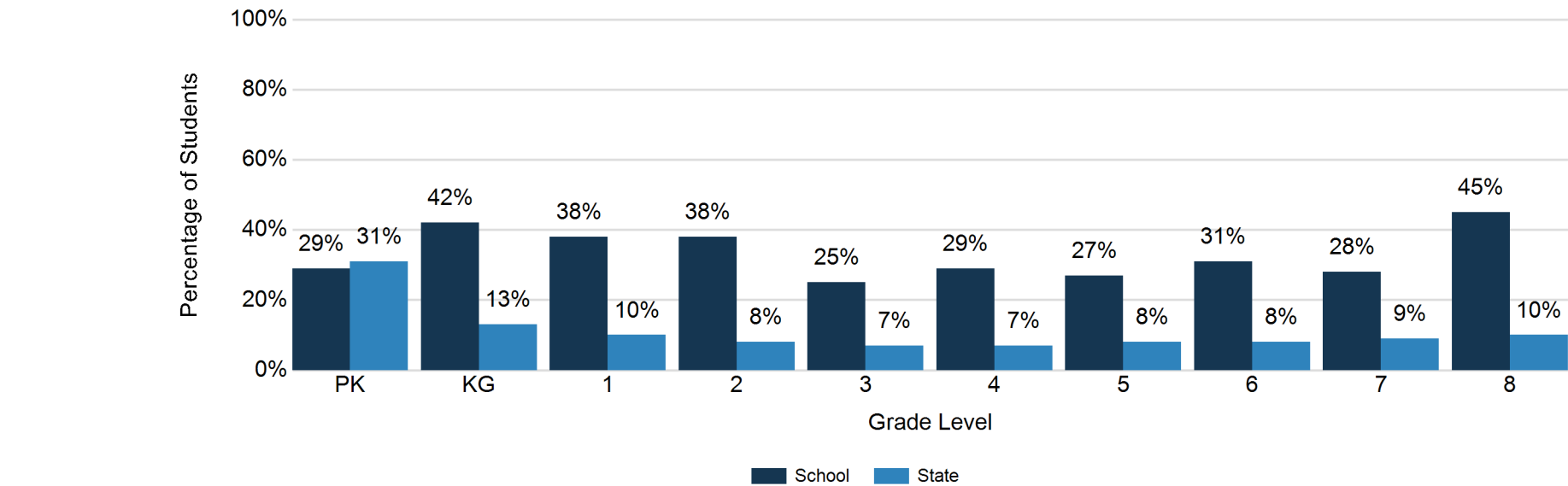**NJ SCHOOL PERFORMANCE REPORT**

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

98.8%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	98.2%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	90.5%
	State	70.0%

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	187	33.9	9.0	Not Met
White	*	*	**	**
Hispanic	37	29.8	9.0	Not Met
Black or African American	139	36.3	9.0	Not Met
Asian, Native Hawaiian, or Pacific	2	8.3	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	102	36.8		
Male	85	31.0		
Economically Disadvantaged Students	186	34.1	9.0	Not Met
Students with Disabilities	32	29.6	9.0	Not Met
English Learners	8	16.3	9.0	Not Met
Homeless Students	14	60.9		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Days Absent bar chart — Percentage of Students vs. Number of Absences:
- 0: 5%
- 1-5: 12%
- 6-10: 25%
- 11-15: 20%
- Over 15: 39%

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2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	29%	31%
KG	42%	13%
1	38%	10%
2	38%	8%
3	25%	7%
4	29%	7%
5	27%	8%
6	31%	8%
7	28%	9%
8	45%	10%

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	2.97

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	2	2
Other	0	13	13
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	16	2.8%
Out-of-School Suspensions	*	*
Any Suspension	21	3.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
21

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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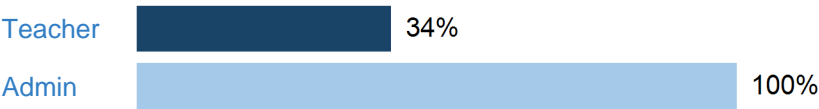
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	59	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	9.0	10.8
Percentage of Teachers with 4 or more years experience in the district	64.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	286:1	219:1
Teachers to Administrators	30:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.9%	79.7%	0.0%	48.4%	77.1%	54.9%
Male	48.1%	20.3%	100.0%	51.6%	22.9%	45.1%
White	1.2%	40.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	22.2%	8.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	69.8%	45.8%	50.0%	15.0%	6.6%	13.9%
Asian	3.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	1.7%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.8%	3.4%	50.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 63%

Admin — N/A

Master's Degree

Teacher — 34%

Admin — 100%

Doctoral Degree

Teacher — 3%

Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.3%

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School
(01-0110-070)
Grades Offered: PK-08
2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	12.8%	14.0%	15.4%
Math Proficiency	*	*	11.3%
ELA Growth	33	32	40
Math Growth	44	46	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		32.4%	60.7%
Chronic Absenteeism	28.7%	32.2%	33.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Exceeds Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	**	**	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

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 the school or district directly.

Highlights:	• Curriculum includes rigorous instruction in Pearson Math, ELA, Social Studies, and Next Generation Science Standards. • Technology infused into daily instruction. • A Leader in Me school since 2016
Mission, Vision, Theme:	It is the mission of the New York Avenue School to serve every student that passes through our door; a first class rigorous education will be offered to our students to propel them to reach their highest potential as productive citizens and leaders regardless of obstacles they may face. Our students are multi-dimensional; therefore, every consideration will be given to address their specific needs along with interventions that will help our students attain their maximum potential.
Awards, Recognition, Accomplishments:	Students who earned "A" Honor Roll or "A/B" Honor Roll, perfect attendance, most improved in ELA and Math received recognition and rewards quarterly throughout the school year. Staff who have perfect attendance receive recognition once a year. In accordance with the district NYAS has acquired an attendance campaign to improve chronic attendance, Attendance Matters. NYAS received a Healthy U Grant which promotes the social and emotional well being of all students. Recipient of NJ Clean Communities Award. TangerKids Grants, Stockton University" Tweentech" Conference; which promotes STEM exposure to our middle school girls.

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School
(01-0110-070)
Grades Offered: PK-08
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	New York Avenue School's curriculum is aligned with the NJSLS. Pearson is used in math for grades K-8, Literacy Collaborative Framework in ELA for grades K-6, NJSL 6th-8th, and Next Gen Science grades K-8. Homework is given at least 4 days a week. The Gifted and Talented program is assigned to advanced students using data from various assessments. NYAS has a state recognized Early Childhood Education Program for PreK 3 & PreK 4 that continues to demonstrate optimum instruction to our students. NYAS receives special recognition for a successful operational rating from Grow NJ Kids.
Clubs and Activities:	New York Avenue School offers clubs that will build their character, intelligence, leadership, and self-esteem. NYAS offers Chess Club, Safety Patrol, Leader In Me committees, and various student centered activities.

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

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Before and After School Programs:	The Before and After School Programs are designed to assist students with extra help in academics, building character, and self-esteem. The programs that are offered are Responsible Thinking, S.T.E.M., Visual Performing Arts, Academic before and after school, Saturdays, Morning Enrichment, Yoga and Mock Trial.
Staff and Professional Learning:	Teachers and Staff receive ongoing training and professional development in content areas throughout the school year. Teachers meet with their grade level weekly for the PLC (Professional Learning Community) to collaborate on instruction, and review data to create lessons to drive instruction.

NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

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2018-2019

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School Narrative

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Student Supports and Services:	New York Avenue School English Language Learners receive support and services from the ELL teachers. Students with Disabilities who have been identified and classified receive support from Special Education Teachers. Struggling students receive tutoring, interventions like Read 180, System 44, LLI and Reading Recovery. The I & RS team assists teachers with strategies as well as assisting students who are experiencing learning, behavior, or health difficulties.
Student Health and Wellness:	Every student receives a nutritional breakfast without cost, a free or reduced nutritional lunch, and a nutritional dinner for students who remain for after school activities. Breakfast and lunch are provided for students during Saturday School activities. Students have recess daily and physical education once a week.
Parent and Community Involvement:	Title I has funded a Parent Resource Center at New York Avenue school that provides services to parents. New York Avenue School also has a Community Outreach & Student Action Committee, as part of the Leader in Me framework that works together to collaborate with parents, guardians, and all community stakeholders for school & community events & school fundraising.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers An annual staff climate survey is administered to all stakeholders in order to measure areas that relate to collaboration, environment, expectations, instruction, involvement, leadership, and order.
School Safety:	The New York Avenue has a Safety Committee dedicated to monitoring and updating procedures as it relates to the safety of our students and staff.

New York Avenue School

(01-0110-070)

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2018-2019

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	Technology and STEM:	NYAS offers STEM activities and has a designated facilitator to monitor progress as well as inventory of all materials throughout all grade levels.
	Early Childhood Education:	NYAS offers a PreK3 and PreK4 programs. Our staff has executed the state mandated curriculum so well we were awarded Grow NJ Kids Star award

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NJ SCHOOL PERFORMANCE REPORT

New York Avenue School

(01-0110-070)

Grades Offered: PK-08

2018-2019

School Narrative

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Other Information	The students at New York Avenue have a structured set instructional time block for each content per grade. Specials and lunches are included in the regular schedule. The school has three safety officers, one per floor. Computer desktops are in every classroom, 2 computer labs in the building, and chromebook carts shared per grade. Every class has a projector and most teachers have a ladybug and/or mimio technology equipment to support instruction. Living Tree social account is used to communicate to parents via email. Students and parents have access to online resource accounts, Google Classroom and edConnect. Google Docs is widely utilized to support and enhance instruction. New York Avenue has a uniform policy that's enforced daily. Each classroom is also equipped for the hearing impaired.

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Ms. Lina Gil
Address	201 N. Pennsylvania Avenue Atlantic City, NJ 08401-5235
Phone Number	609-343-7290
Email Address	lgil@acboe.org
Website	https://www.acboe.org/pas
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	61	64	57
KG	52	79	57
1	59	46	69
2	59	52	44
3	65	55	47
4	57	56	53
5	55	56	53
6	55	54	60
7	37	57	55
8	55	33	58
Total	555	552	553

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.6%	52.7%	52.1%
Male	47.4%	47.3%	47.9%
Economically Disadvantaged Students	98.0%	97.8%	95.1%
Students with Disabilities	11.5%	13.4%	14.8%
English Learners	8.8%	11.6%	12.3%
Homeless Students	2.0%	3.4%	2.5%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.9%	0.7%	0.9%
Hispanic	33.9%	33.9%	32.4%
Black or African American	58.6%	57.6%	60.2%
Asian	5.6%	5.3%	4.9%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	2.4%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	61	64	57
KG - Half Day	0	0	0
KG - Full Day	52	79	57

Enrollment by Home Language

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

Home Language	% of Students
English	72.9%
Spanish	18.3%
Creoles and pidgins, French-based	2.4%
Bengali	2.0%
Chinese	1.1%
Other Languages	3.4%

NJ SCHOOL PERFORMANCE REPORT

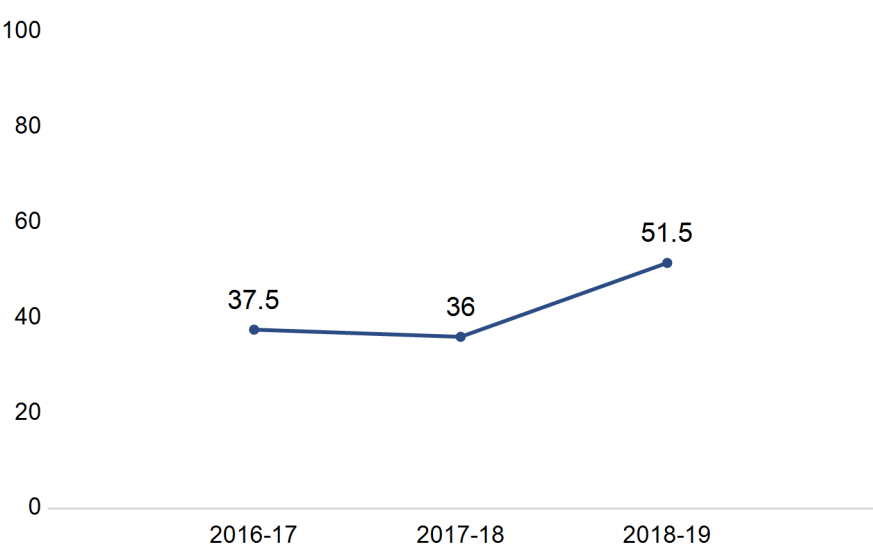**Pennsylvania Ave School**
(01-0110-100)
Grades Offered: PK-08
2018-2019

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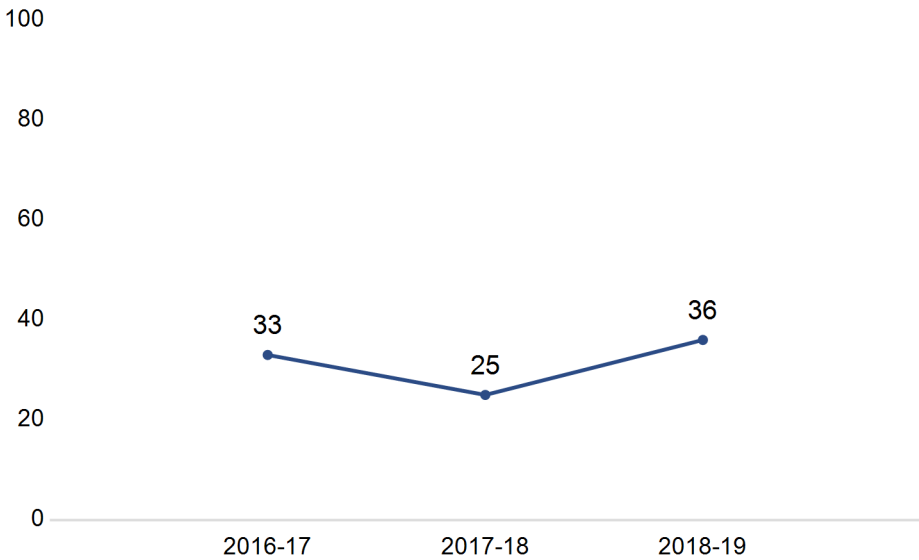
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

- 2016-17: 37.5
- 2017-18: 36
- 2018-19: 51.5

Math Median Student Growth Percentile

- 2016-17: 33
- 2017-18: 25
- 2018-19: 36

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37.5	36	51.5	33	25	36
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51.5	49	50	Met Standard	36	45	50	Not Met
White	*	50.5	50	**	*	44	52	**
Hispanic	54	50	49	Met Standard	41	45	47	Met Standard
Black or African American	49	44	45	Met Standard	31.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	59	55	59	**	67	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	53	52	53	N	41.5	46	50	N
Male	51	46	47	N	32.5	44.5	51	N
Economically Disadvantaged Students	54	49	48	Met Standard	36	45	46	Not Met
Students with Disabilities	45	36	43	Met Standard	36	36	45	Not Met
English Learners	54.5	49	52	Met Standard	41	49	50	Met Standard
Homeless Students	74	48.5	43	N	*	42	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

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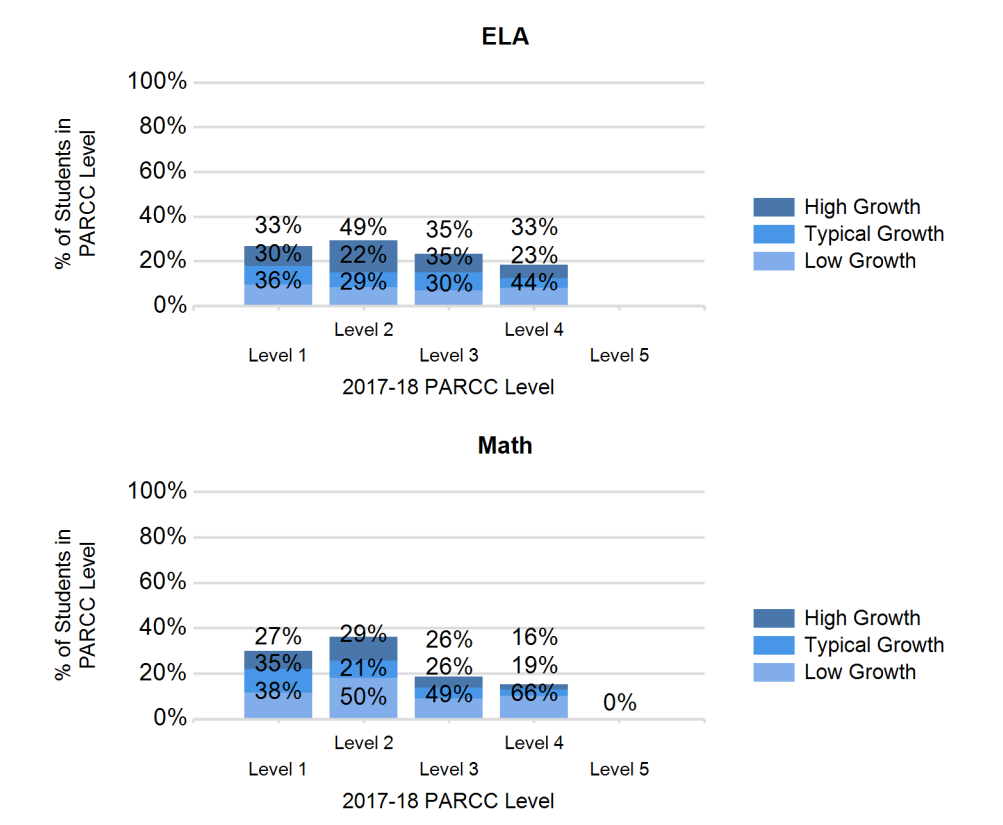† This indicates a table specific note, see note below table

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

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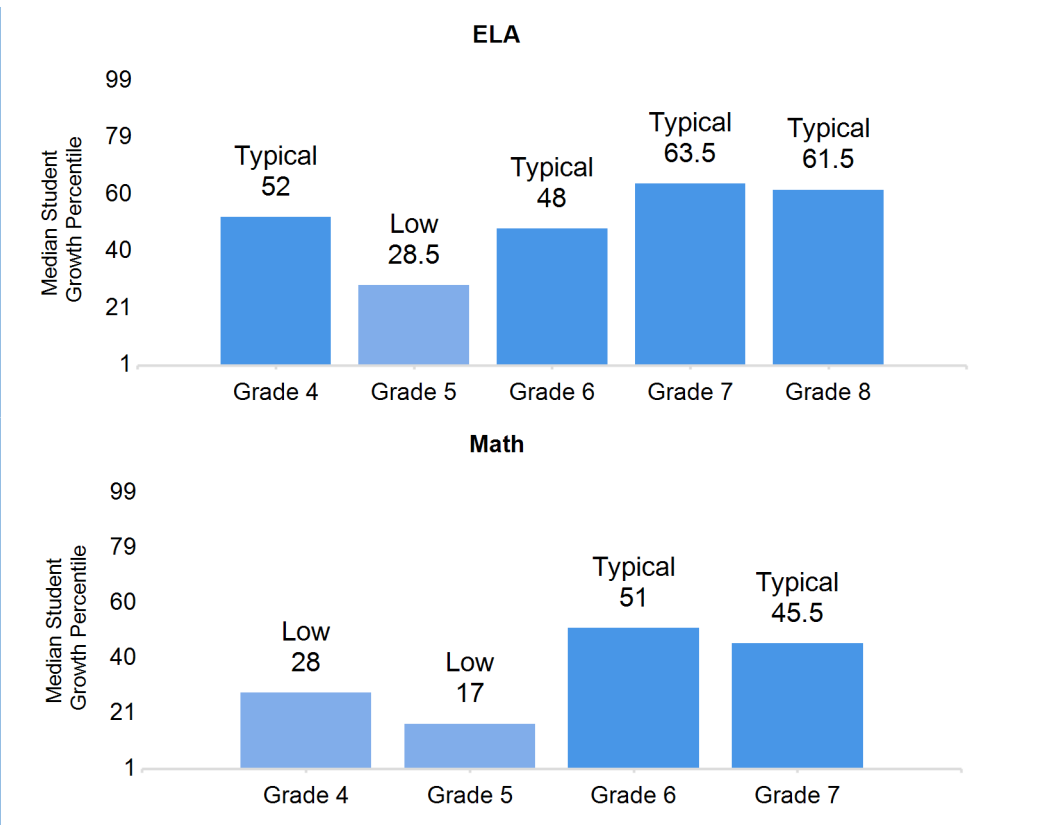
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

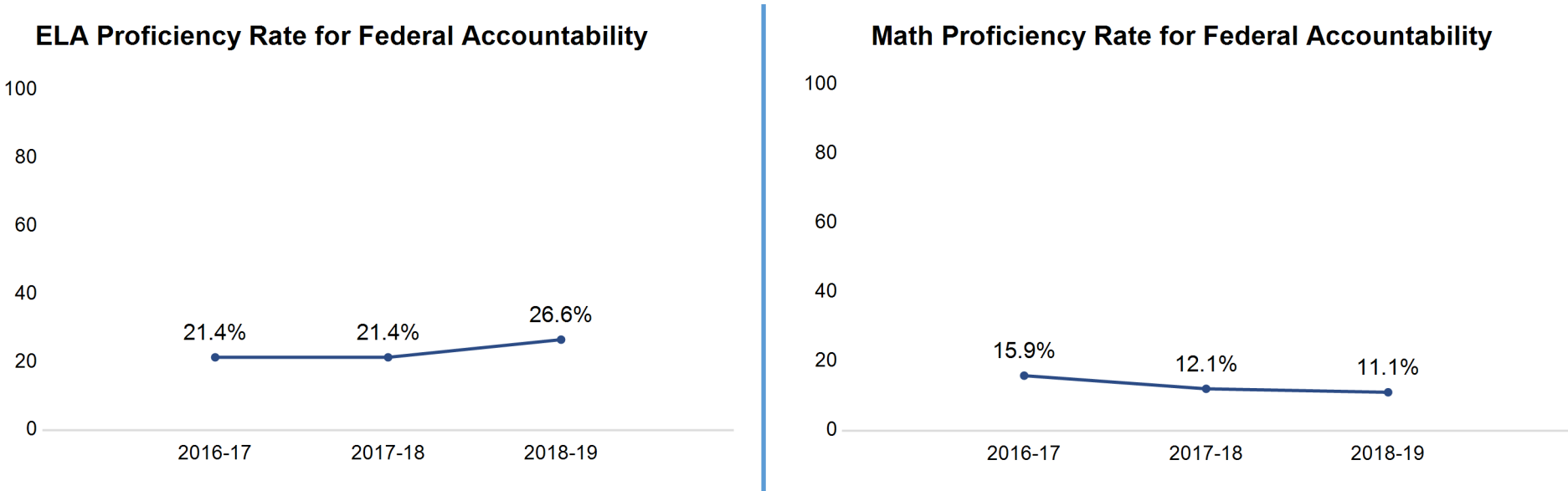These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

6

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 21.4%
- 2017-18: 21.4%
- 2018-19: 26.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 15.9%
- 2017-18: 12.1%
- 2018-19: 11.1%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.5%	97.9%	98.3%	98.2%	96.5%
Proficiency Rate for Federal Accountability	21.4%	21.4%	26.6%	15.9%	12.1%	11.1%
Annual Target	27.8%	30.5%	33.2%	20.3%	23.5%	26.6%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

7

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

Report Key:

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 ** Accountability calculations require 20 or more students

 N No Data is available to display

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

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	316	97.9	26.6	32.7	57.9	26.6	33.2	Not Met
White	*	*	*	44.7	66.9	*	**	**
Hispanic	87	100.0	25.3	27.8	43.9	25.3	31.3	Met Target†
Black or African American	208	98.2	22.6	20.0	38.5	22.6	31.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	16	88.9	81.3	66.2	82.9	76.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	156	98.8	30.1	*	64.8	30.1		
Male	160	97.1	23.1	*	51.3	23.1		
Economically Disadvantaged Students	295	98.1	26.1	*	40.0	26.1	33.4	Not Met
Non-Economically Disadvantaged Students	21	95.7	33.3	*	67.9	33.3		
Students with Disabilities	66	93.2	*	*	22.7	*	14	Not Met
Students without Disabilities	250	99.2	*	*	65.1	*		
English Learners	50	100.0	22.0	*	29.3	22.0	22.3	Met Target†
Non-English Learners	266	97.6	27.4	*	60.6	27.4		
Homeless Students	11	100.0	27.3	13.9	29.1	27.3		
Students In Foster Care	N	N	N	20.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
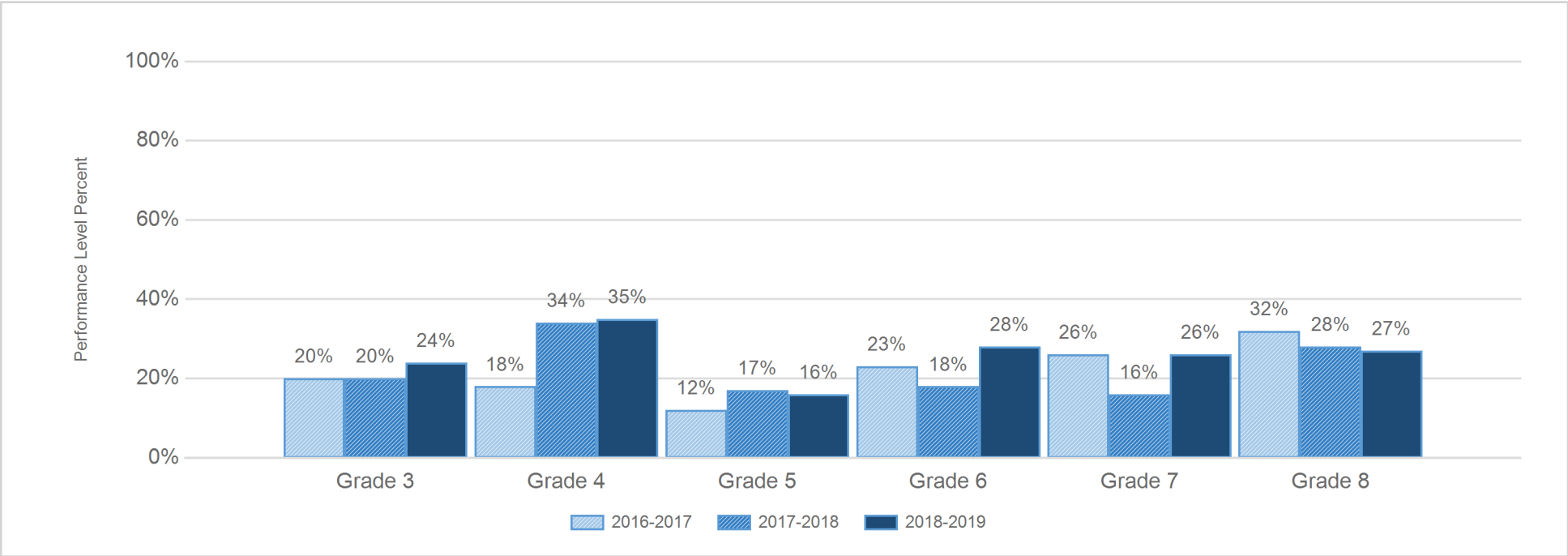
NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

Grade	2016-2017	2017-2018	2018-2019
Grade 3	20%	20%	24%
Grade 4	18%	34%	35%
Grade 5	12%	17%	16%
Grade 6	23%	18%	28%
Grade 7	26%	16%	26%
Grade 8	32%	28%	27%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	718	725	748	43%	*	*	24%	0%	24%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	11	704	721	734	*	*	*	*	*	*	36%
Black or African American	36	722	714	731	42%	*	*	31%	0%	31%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	23	709	727	753	*	*	*	*	*	17%	55%
Male	26	726	723	743	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	727	751	*	*	*	*	*	*	54%
Homeless Students	N	N	704	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	733	734	755	23%	21%	21%	*	*	35%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	732	743	*	*	*	*	*	*	44%
Black or African American	39	727	723	739	28%	*	*	*	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	736	762	N	N	N	N	N	N	64%
Female	27	747	742	760	*	*	*	*	*	48%	62%
Male	30	720	726	750	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	696	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	726	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	721	728	756	24%	29%	31%	*	*	16%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	727	743	*	*	*	*	*	*	44%
Black or African American	35	720	717	739	*	29%	31%	*	*	14%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	31	721	730	761	*	*	*	*	*	10%	64%
Male	18	721	727	750	*	*	*	*	*	28%	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	10	695	698	724	*	*	*	*	*	*	23%
Students without Disabilities	39	728	736	762	*	*	*	*	*	*	65%
English Learners	N	N	714	713	N	N	N	N	N	N	11%
Non-English Learners	49	721	731	758	24%	29%	31%	*	*	16%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	725	737	754	28%	23%	21%	28%	0%	28%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	16	720	*	743	*	*	*	*	*	25%	43%
Black or African American	36	724	721	738	28%	28%	*	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	32	734	745	762	*	*	*	*	*	34%	64%
Male	25	714	729	748	*	*	*	*	*	20%	48%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	751	763	*	*	*	*	*	*	67%
Students with Disabilities	11	693	*	722	*	*	*	*	*	*	19%
Students without Disabilities	46	733	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	*	*	719	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	726	738	761	28%	*	31%	*	*	26%	63%
White	N	N	745	769	N	N	N	N	N	N	72%
Hispanic	17	716	733	747	*	*	*	*	*	12%	50%
Black or African American	31	720	725	741	*	*	32%	*	*	19%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	24	736	745	769	*	*	*	*	*	33%	71%
Male	30	718	730	753	*	*	*	*	*	20%	55%
Economically Disadvantaged Students	*	*	737	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	747	771	*	*	*	*	*	*	73%
Students with Disabilities	13	682	695	720	*	*	*	*	*	*	22%
Students without Disabilities	41	740	747	769	*	*	*	*	*	*	71%
English Learners	*	*	699	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	740	763	*	*	*	*	*	*	65%
Homeless Students	*	*	728	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

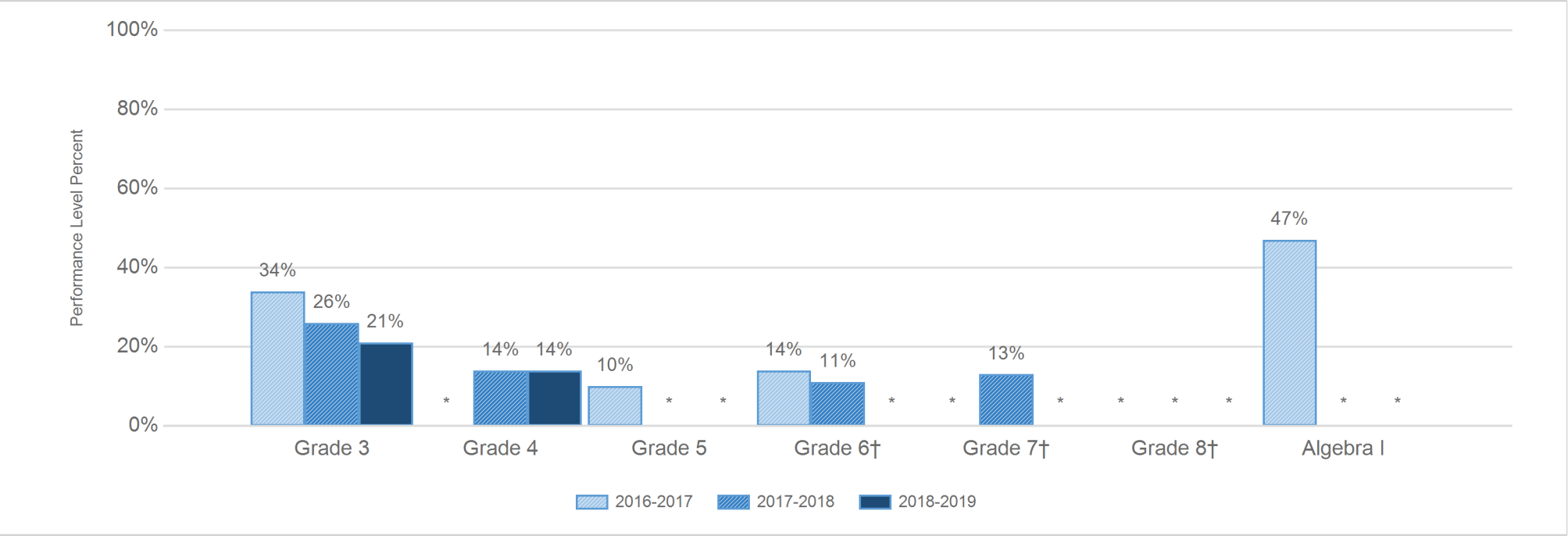| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	728	734	762	25%	18%	30%	*	*	27%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	12	749	736	747	0%	*	*	*	*	58%	49%
Black or African American	41	720	721	741	34%	*	34%	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	25	733	740	771	*	*	*	*	*	36%	71%
Male	31	723	728	753	*	*	*	*	*	19%	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	734	772	*	*	*	*	*	*	72%
Students with Disabilities	13	710	704	721	*	*	*	*	*	*	22%
Students without Disabilities	43	733	740	770	*	*	*	*	*	*	71%
English Learners	*	*	704	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	764	*	*	*	*	*	*	65%
Homeless Students	*	*	715	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

Pennsylvania Ave School
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	315	96.5	11.1	*	44.5	11.1	26.6	Not Met
White	*	*	*	23.8	54.1	*	**	**
Hispanic	87	100.0	*	17.5	28.8	*	22.5	Not Met
Black or African American	207	96.4	*	*	23.0	*	23.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	17	89.5	52.9	56.6	76.5	49.7	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	154	97.0	10.4	22.0	44.9	10.4		
Male	161	96.0	11.8	21.6	44.2	11.8		
Economically Disadvantaged Students	293	96.5	10.9	21.3	26.3	10.9	26.7	Not Met
Non-Economically Disadvantaged Students	22	95.8	13.6	26.2	54.9	13.6		
Students with Disabilities	66	91.9	*	*	17.4	*	14	Not Met
Students without Disabilities	249	97.8	*	*	50.0	*		
English Learners	52	100.0	*	23.5	25.0	*	35.2	Not Met
Non-English Learners	263	95.8	*	21.1	46.5	*		
Homeless Students	11	100.0	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	48	725	732	752	*	33%	29%	*	*	21%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	11	718	729	739	*	*	*	*	*	*	40%
Black or African American	35	728	723	735	*	29%	29%	*	*	26%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	22	720	730	751	*	*	*	*	*	14%	54%
Male	26	730	733	752	*	*	*	*	*	27%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	712	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	N	N	724	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	719	727	749	28%	28%	31%	*	*	14%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	725	737	*	*	*	*	*	*	36%
Black or African American	39	715	716	731	33%	*	36%	*	*	10%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	731	754	N	N	N	N	N	N	58%
Female	27	724	732	749	*	*	*	*	*	*	50%
Male	31	715	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	10	700	716	722	*	*	*	*	*	*	18%
Non-English Learners	48	723	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	49	712	722	747	*	*	*	*	*	*	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	35	711	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	711	720	747	*	*	*	*	*	*	47%
Male	18	714	723	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	10	702	712	725	*	*	*	*	*	*	19%
Students without Disabilities	39	714	724	752	*	*	*	*	*	*	52%
English Learners	N	N	711	718	N	N	N	N	N	N	12%
Non-English Learners	49	712	723	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	711	725	741	*	*	*	*	*	*	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	17	704	*	729	*	*	*	*	*	*	24%
Black or African American	36	710	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	32	715	726	742	*	*	*	*	*	*	42%
Male	26	706	724	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	743	750	*	*	*	*	*	*	53%
Students with Disabilities	12	703	*	716	*	*	*	*	*	*	12%
Students without Disabilities	46	713	*	746	*	*	*	*	*	*	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	*	*	706	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	714	728	744	*	*	*	*	*	*	42%
White	N	N	724	751	N	N	N	N	N	N	53%
Hispanic	18	705	725	733	*	*	*	*	*	*	26%
Black or African American	30	710	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	23	719	730	744	*	*	*	*	*	*	42%
Male	32	710	726	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	728	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	53%
Students with Disabilities	12	699	704	718	*	*	*	*	*	*	13%
Students without Disabilities	43	718	733	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	720	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

Report Key:
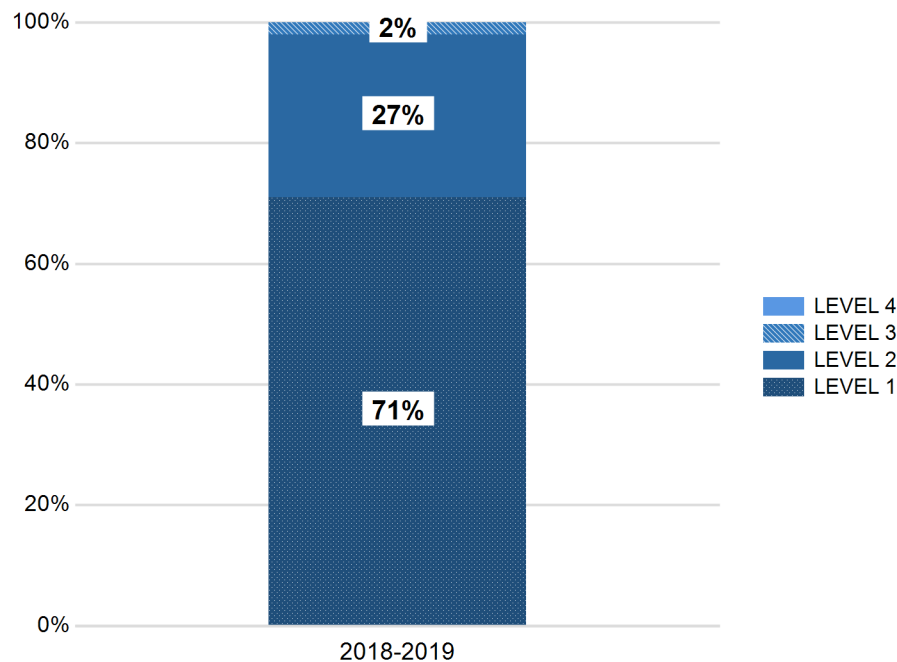* ***** Data is not displayed in order to protect student privacy
* ****** Accountability calculations require 20 or more students
* **N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	701	714	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	719	722	*	*	*	*	*	*	22%
Black or African American	34	697	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	20	705	716	731	*	*	*	*	*	*	31%
Male	26	698	712	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	13	690	694	707	*	*	*	*	*	*	10%
Students without Disabilities	33	705	719	734	*	*	*	*	*	*	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	*	*	722	744	*	*	*	*	*	*	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	717	728	*	*	*	*	*	*	24%
Black or African American	*	*	713	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	725	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	723	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	727	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	*	*	724	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
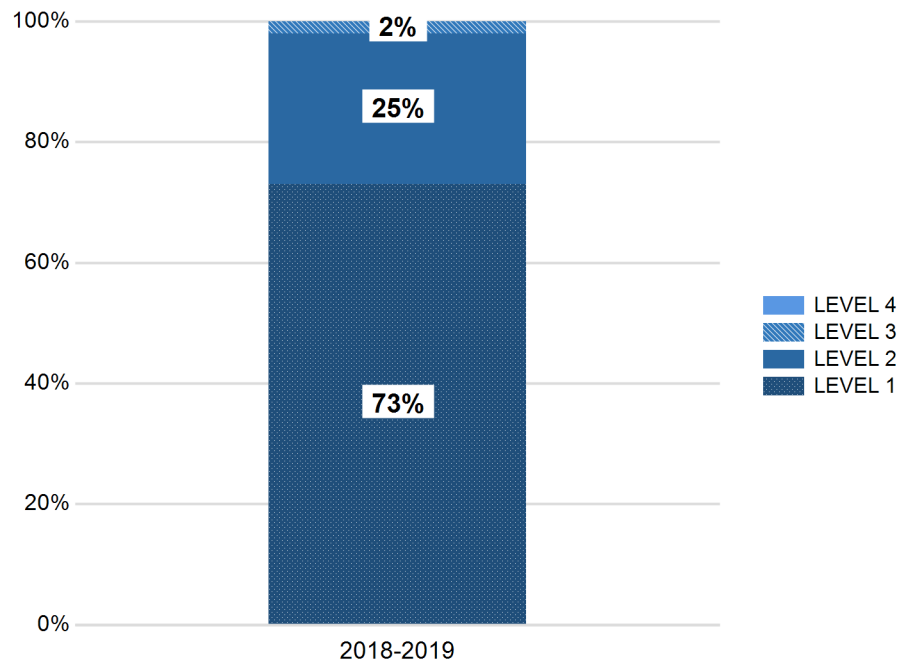(01-0110-100)
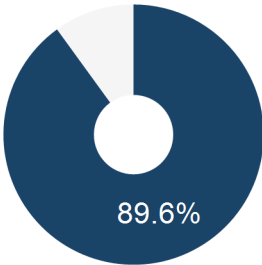Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	*	*
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	52.3%	40.9%	Met Target

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	*	*
3-4	29	*	*
5 or more	12	83.3%	16.7%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	71	27	2	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	76	24	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	77	23	0	0
Male	59	35	6	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	71	27	2	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

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2018-2019

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

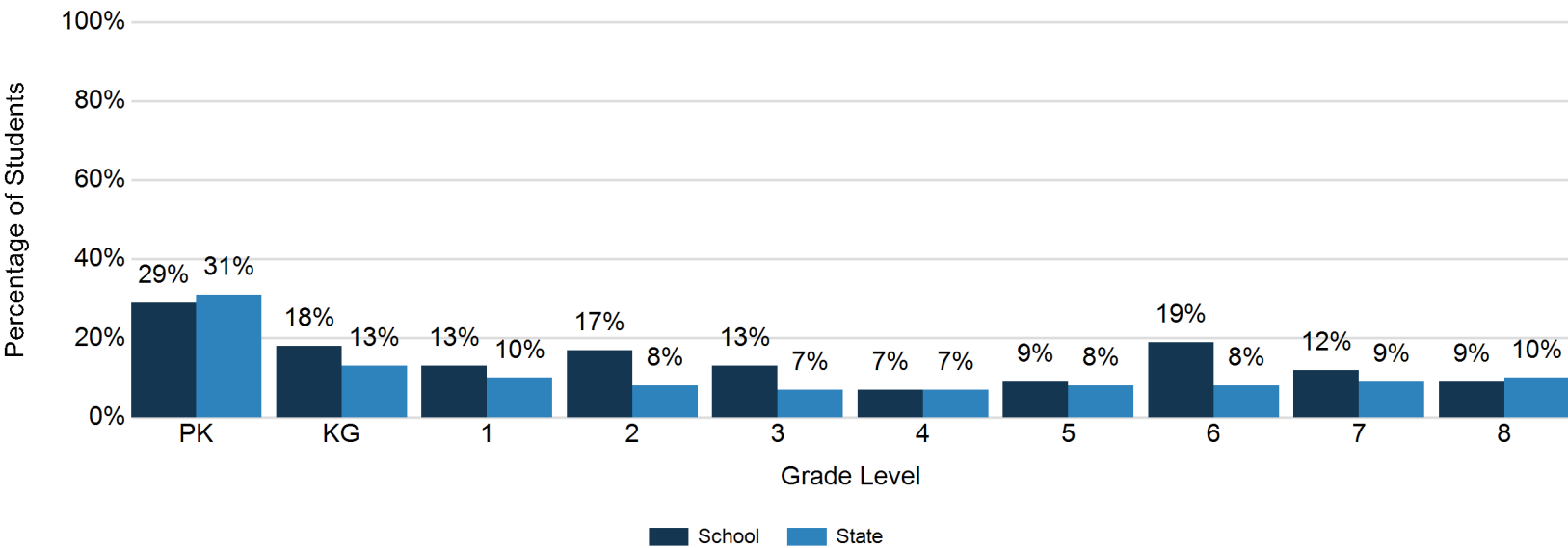| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	25	2	0
White	N	N	N	N
Hispanic	75	17	8	0
Black or African American	73	27	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	68	32	0	0
Male	77	19	4	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	80	20	0	0
Students without Disabilities	71	27	2	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	58
7	0	0	56
8	17	0	49
Total	17	0	163

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	27
7	0	0	0	0	0	0	23
8	0	0	0	0	0	0	41
Total	0	0	0	0	0	0	91

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

89.6% School

90.9% State

Students enrolled in one or more classes by discipline:

MUSIC	School	71.1%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	41.6%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	64	12.9	9.0	Not Met
White	*	*	**	**
Hispanic	19	11.8	9.0	Not Met
Black or African American	41	13.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	2	8.0	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	31	12.0		
Male	33	13.9		
Economically Disadvantaged Students	63	13.2	9.0	Not Met
Students with Disabilities	23	29.5	9.0	Not Met
English Learners	4	5.6	9.0	Met
Homeless Students	2	15.4		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Number of Absences: 0 → 4%, 1-5 → 26%, 6-10 → 29%, 11-15 → 22%, Over 15 → 20%

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

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Chronic Absenteeism by Grade

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

31

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.54

Police Notifications

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

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

Pennsylvania Ave School
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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	6		6

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
20

Pennsylvania Ave School
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Grades Offered: PK-08
2018-2019

School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	12.3	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	83.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	277:1	219:1
Teachers to Administrators	31:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	52.1%	68.9%	100.0%	48.4%	77.1%	54.9%
Male	47.9%	31.1%	0.0%	51.6%	22.9%	45.1%
White	0.9%	54.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	32.4%	9.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	60.2%	36.1%	50.0%	15.0%	6.6%	13.9%
Asian	4.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 59%
Admin — N/A

Master's Degree

Teacher — 38%
Admin — 50%

Doctoral Degree

Teacher — 3%
Admin — 50%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.3%

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Pennsylvania Ave School

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.4%	21.4%	26.6%
Math Proficiency	15.9%	12.1%	11.1%
ELA Growth	38	36	52
Math Growth	33	25	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.2%	52.3%
Chronic Absenteeism	19.4%	20.8%	12.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• Pennsylvania Avenue School has a 1:1 ratio (student:technology devices), 369 Desktops and 200 iPads • Pennsylvania Avenue School's library was recognized as a Award Winning Library by the National Library Association
Mission, Vision, Theme:	The mission of Pennsylvania Avenue School is to provide students with a safe and conducive environment where students may receive quality educational experiences that will prepare students for higher educational levels of success. Our ultimate goal is to prepare students to become productive members of society.
Awards, Recognition, Accomplishments:	Pennsylvania Avenue school was awarded the "New Jersey Beach Bird Award" and "Sustainable Jersey Bronze Award" for our school's recycling and energy program. Thousands of bottles became a bird sculpture, aptly named after Pennsylvania Avenue School, "PASquale". Our school has an award-winning library by the National Library Association, Leader in Me School, AtlantiCare Healthy Eating Contest Award, Visual and Performing Arts Production Award for the Jungle Book Production, BASF Science Grant, NJ Clean Communities Award, Jacob Lawrence Art Contest Winner, and Atlantic City Police Department Special Recognition

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Courses, Curriculum, Instruction:	i-Ready, Pearson Math, Literacy Collaborative Framework, MakerSpace, DreamBox, Mystery Science, Gifted and Talented, ESL, BSI, Google Classrooms are utilized by teachers and students to communicate and complete assignments.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls)
Clubs and Activities:	Debate Club, Public Safety Club, Jr. National Honor Society, Scrapbooking Club, Chess Club, Green Team, and Girl Scouts

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

School Narrative

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Before and After School Programs:	Pennsylvania Avenue School provides ,Morning Enrichment, BOKS & Mindfulness, Visual and Performing Arts Program, After School Literacy and Mathematics Enrichment, Saturday Enrichment, STEM Robotics, and SES Tutoring. All Title I Programs are coordinated by the district office and school administrators. Most programs service PK-8
Staff and Professional Learning:	The Administration, Faculty and Staff at the Pennsylvania Avenue School work in Professional Learning Communities, Grade Level Teams, School and District Leadership Teams, Vertical and Horizontal Articulation Teams, Lighthouse Team, and Principal's Meetings. Staff may also request to attend outside professional development opportunities.

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Student Supports and Services:	The Pennsylvania Avenue School provides instruction designed to meet the unique needs of ELL students, Basic Skills Instruction, Special Services, Intervention and Referral Services, Mediation, Counseling, Tutoring, Child Study Team and Health and Wellness.
Student Health and Wellness:	All students participate in the health and physical fitness testing. Breakfast and lunch are served daily. Dinner is offered to students who participate in the after school program. Students participate in Physical Education for all grades and daily recess. A fruit program is offered to all students at least twice a week.
Parent and Community Involvement:	Parent Advisory Council meetings are held monthly. Parents set the agenda and discuss ways to improve the school as well as create activities for parental engagement. Our school has a parent center and parent center educators to host workshops based on parent input. Parents have access to the school's database via PowerSchool to view grades and attendance. Parents receive letters which include their username and password for easy access. Parents also have access to updated information via the school's website.

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School Narrative

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

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All stakeholders have an opportunity to provide feedback regarding school climate one time at the end of each school year. The surveys allow stakeholders to rate their satisfaction of the school, programs, teachers and other aspects of the school environment. During the 2018-2019 school year, there was no rating in any area below 85% satisfaction.
Facilities:	The Pennsylvania Avenue School is a state of the art facility that includes a nationally awarded media center, STEM lab, computer labs, playground, full size gymnasium, full size cafeteria with a theater stage and a dynamic sound system and projector.
School Safety:	The Pennsylvania Avenue School is equipped with a state of the art surveillance system and has a School Safety and Crisis Team.

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School
(01-0110-100)
Grades Offered: PK-08
2018-2019

Report Key:
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School Narrative

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

Technology and STEM:	The Pennsylvania Ave School implements the MakerSpace program and has a full size STEM lab.
Early Childhood Education:	The Pennsylvania Avenue School has Pre-K 3 and Pre-K 4 Preschool Programs. The programs include Pre-K VPA, Literacy, ECERS, TPOT and Creative Curriculum.

NJ SCHOOL PERFORMANCE REPORT

Pennsylvania Ave School

(01-0110-100)

Grades Offered: PK-08

2018-2019

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 the school or district directly.

Other Information	The Pennsylvania Avenue School provides parents with many parental involvement activities, workshops, and with a handbook that details all pertinent school information. The handbook is accessible via the school's website.

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Ms. Shelley Williams
Address	4115 Ventnor Avenue Atlantic City, NJ 08401-5860
Phone Number	609-343-7250
Email Address	shwilliams@acboe.org
Website	https://www.acboe.org/rich
Facebook	https://www.facebook.com/AtlanticCityPublicSchools
Twitter	https://twitter.comACPublicSchools

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	45	56	52
KG	77	77	74
1	77	73	66
2	68	77	67
3	60	66	74
4	70	65	63
5	74	70	70
6	70	75	66
7	64	63	74
8	60	73	63
Total	665	695	669

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.1%	50.6%	48.3%
Male	51.9%	49.4%	51.7%
Economically Disadvantaged Students	92.0%	92.9%	88.6%
Students with Disabilities	11.1%	10.8%	9.6%
English Learners	26.2%	26.2%	26.6%
Homeless Students	1.7%	0.7%	1.6%
Students in Foster Care	0.0%	0.0%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.6%	2.7%	2.8%
Hispanic	51.7%	49.9%	50.1%
Black or African American	10.1%	14.0%	13.2%
Asian	29.6%	30.5%	31.4%
Native Hawaiian or Pacific Islander	2.1%	1.4%	1.3%
American Indian or Alaska Native	0.3%	0.3%	0.1%
Two or More Races	2.6%	1.2%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	45	56	52
KG - Half Day	0	0	0
KG - Full Day	77	77	74

Enrollment by Home Language

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

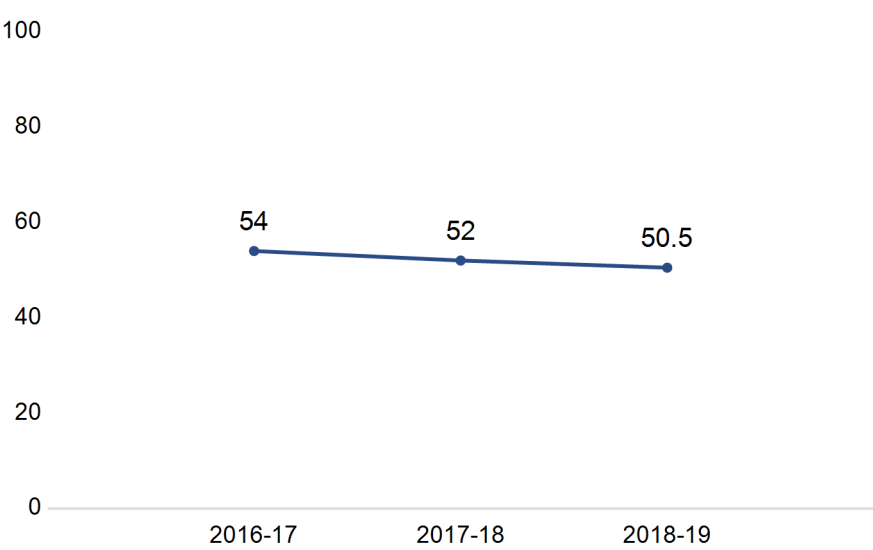| Home Language	% of Students
Spanish	36.8%
English	34.1%
Bengali	15.8%
Urdu	3.4%
Chinese	3.1%
Other Languages	6.7%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School
(01-0110-120)
Grades Offered: PK-08
2018-2019

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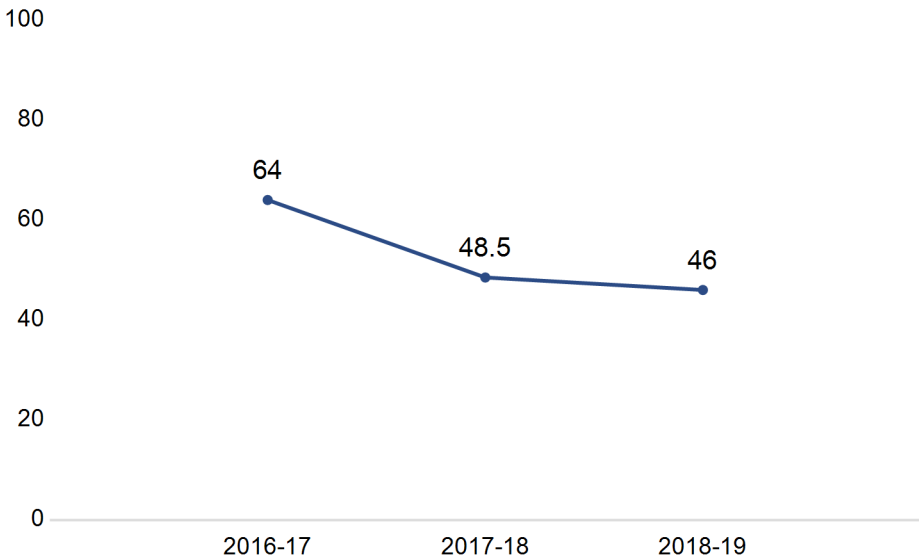**†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

	2016-17	2017-18	2018-19
	54	52	50.5

Math Median Student Growth Percentile

	2016-17	2017-18	2018-19
	64	48.5	46

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	52	50.5	64	48.5	46
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

NJ SCHOOL PERFORMANCE REPORT

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	50.5	49	50	Met Standard	46	45	50	Met Standard
White	50.5	50.5	50	**	*	44	52	**
Hispanic	49	50	49	Met Standard	42	45	47	Met Standard
Black or African American	47.5	44	45	Met Standard	24	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	51	55	59	Met Standard	64	59	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	N	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	54	52	53	N	46	46	50	N
Male	48	46	47	N	46	44.5	51	N
Economically Disadvantaged Students	51	49	48	Met Standard	45	45	46	Met Standard
Students with Disabilities	50	36	43	Met Standard	28	36	45	Not Met
English Learners	50.5	49	52	Met Standard	46	49	50	Met Standard
Homeless Students	*	48.5	43	N	*	42	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

Richmond Avenue School
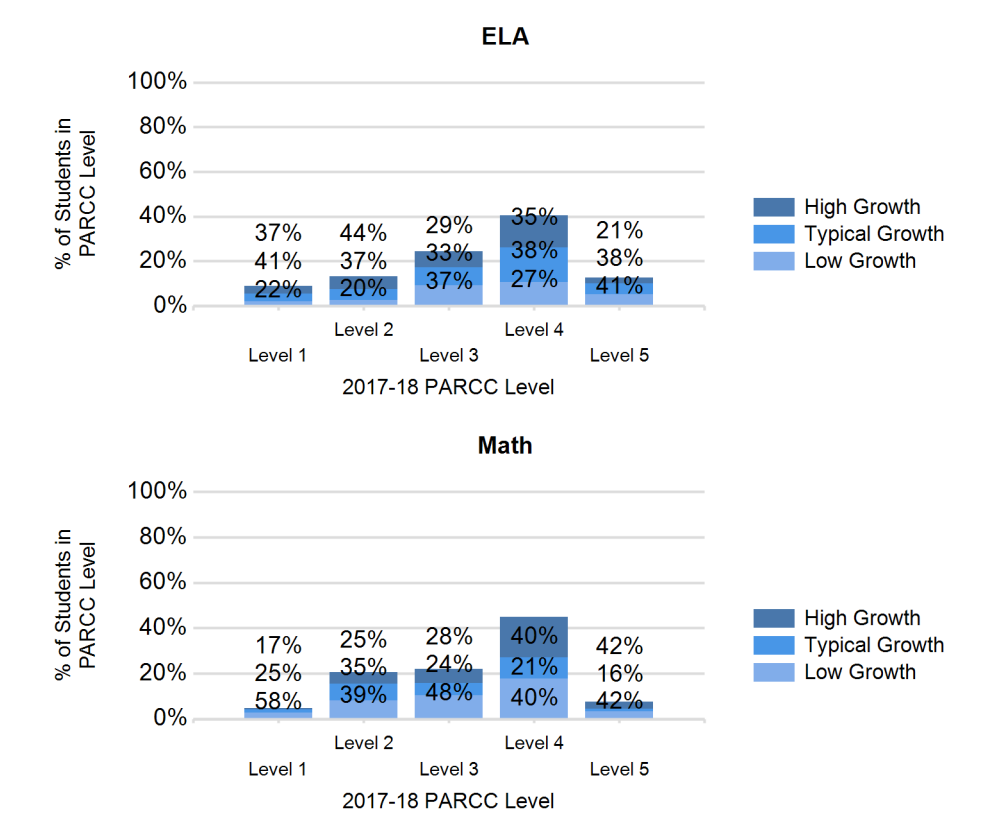(01-0110-120)
Grades Offered: PK-08
2018-2019

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

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

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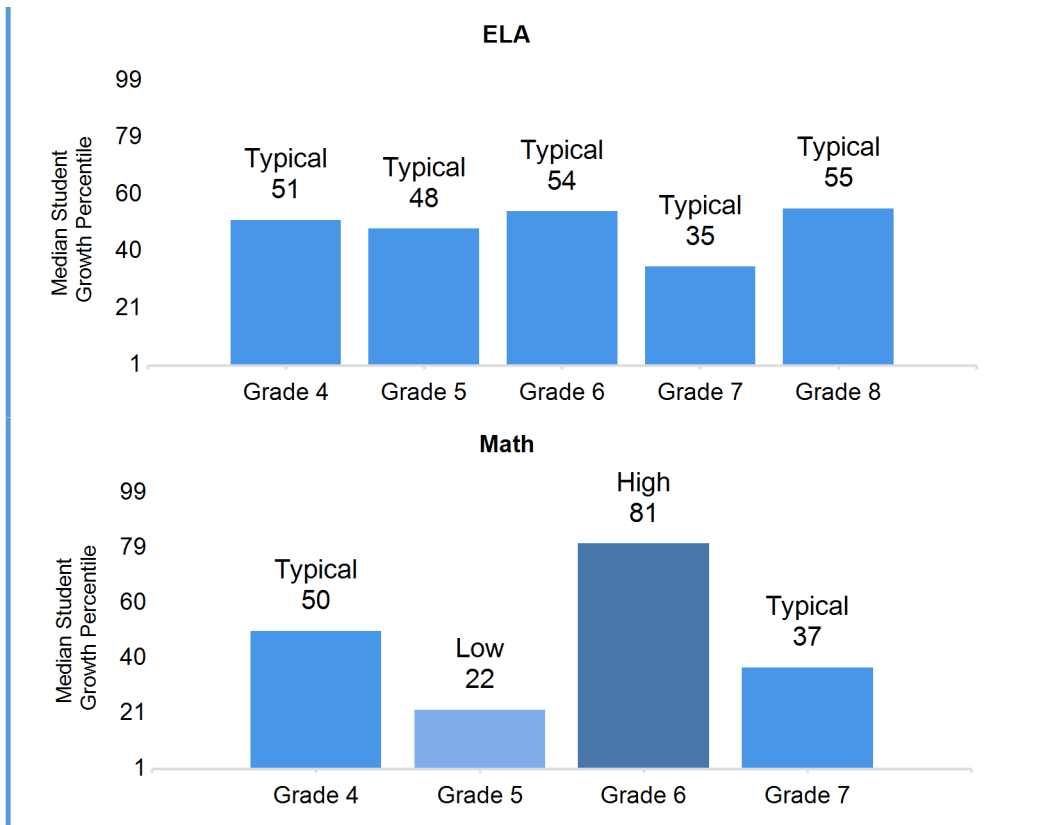
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

Math

Student Growth by Grade

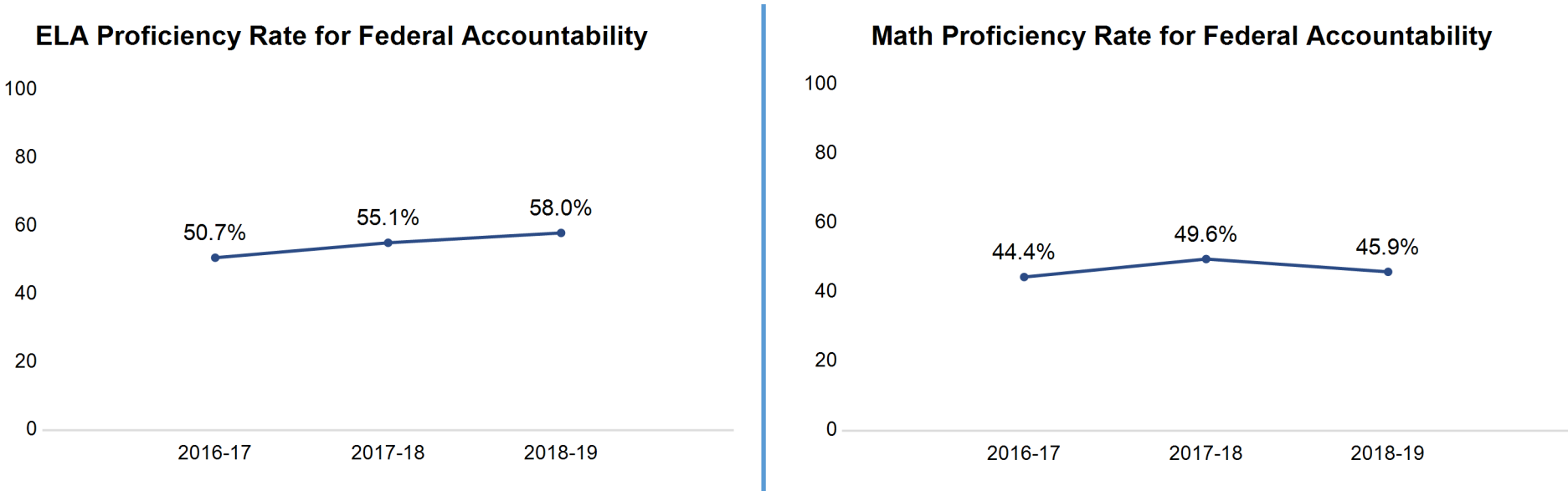These graphs show the median Student Growth Percentile for students in each grade.

ELA

Math

6

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 50.7%
- 2017-18: 55.1%
- 2018-19: 58.0%

Math Proficiency Rate for Federal Accountability

- 2016-17: 44.4%
- 2017-18: 49.6%
- 2018-19: 45.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.9%	99.7%	99.0%	99.2%	99.7%	98.8%
Proficiency Rate for Federal Accountability	50.7%	55.1%	58.0%	44.4%	49.6%	45.9%
Annual Target	49.6%	51.2%	52.8%	45.8%	47.6%	49.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
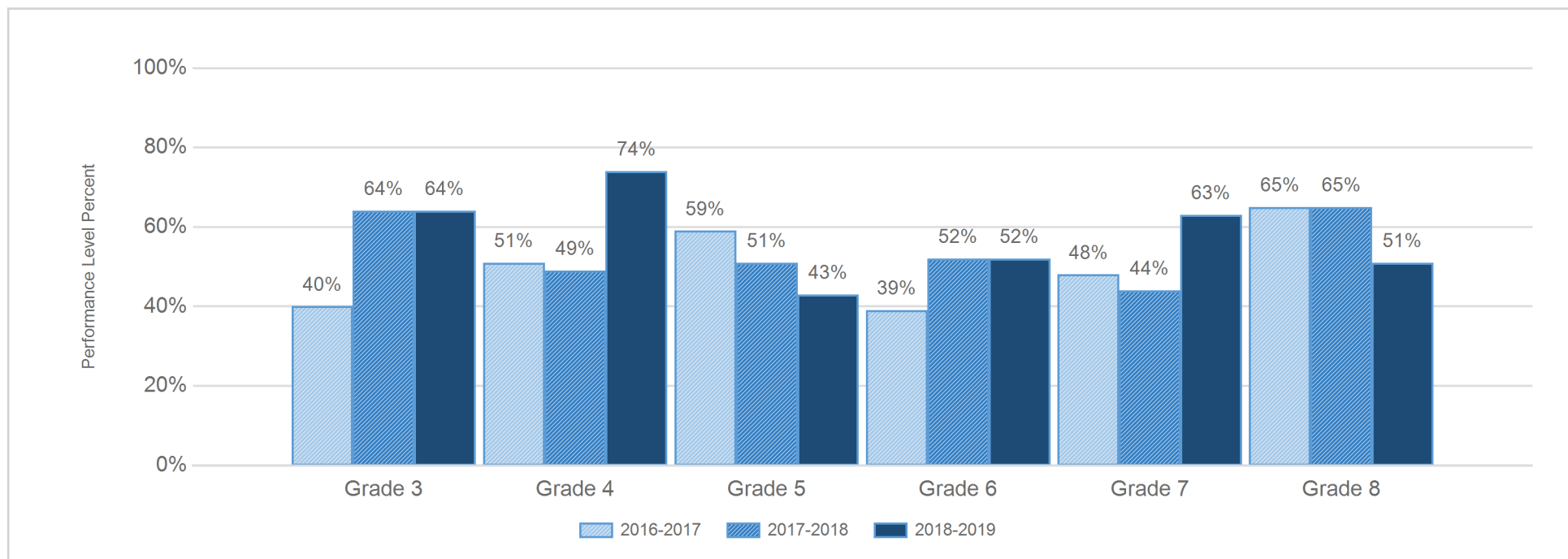
NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	383	99.0	58.0	32.7	57.9	58.0	52.8	Met Target
White	11	100.0	54.5	44.7	66.9	54.5	**	**
Hispanic	194	100.0	43.8	27.8	43.9	43.8	39.5	Met Target
Black or African American	56	95.2	66.1	20.0	38.5	66.1	42.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	114	100.0	78.9	66.2	82.9	78.9	73.5	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	181	99.5	62.4	*	64.8	62.4		
Male	202	98.6	54.0	*	51.3	54.0		
Economically Disadvantaged Students	329	99.1	55.0	*	40.0	55.0	52.3	Met Target
Non-Economically Disadvantaged Students	54	98.4	75.9	*	67.9	75.9		
Students with Disabilities	51	100.0	21.6	*	22.7	21.6	28.7	Met Target†
Students without Disabilities	332	98.8	63.6	*	65.1	63.6		
English Learners	184	100.0	53.8	*	29.3	53.8	41.4	Met Target
Non-English Learners	199	98.1	61.8	*	60.6	61.8		
Homeless Students	*	*	*	13.9	29.1	*		
Students In Foster Care	*	*	*	20.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School
(01-0110-120)
Grades Offered: PK-08
2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	70	766	725	748	*	*	17%	44%	20%	64%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	33	748	721	734	*	*	*	*	*	48%	36%
Black or African American	*	*	714	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	20	794	760	773	0%	0%	*	*	*	85%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	35	766	727	753	*	*	*	*	*	66%	55%
Male	35	766	723	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	58	765	723	731	*	*	21%	*	*	62%	33%
Non-Economically Disadvantaged Students	12	774	749	759	*	*	0%	*	*	75%	61%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	29	753	720	713	*	*	*	*	*	55%	17%
Non-English Learners	41	776	727	751	*	*	*	*	*	71%	54%
Homeless Students	*	*	704	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	766	734	755	*	*	*	49%	25%	74%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	35	757	732	743	*	*	*	*	*	63%	44%
Black or African American	*	*	723	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	16	777	765	779	0%	0%	*	*	*	94%	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	736	762	*	*	*	*	*	*	64%
Female	28	774	742	760	*	*	*	*	*	86%	62%
Male	33	759	726	750	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	696	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	17	754	726	720	*	*	*	59%	0%	59%	17%
Non-English Learners	44	771	736	758	*	*	*	45%	34%	80%	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School
(01-0110-120)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	747	728	756	*	*	33%	*	*	43%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	42	739	727	743	*	*	38%	*	*	31%	44%
Black or African American	11	747	717	739	*	0%	*	*	*	55%	38%
Asian, Native Hawaiian, or Pacific Islander	12	776	766	781	0%	0%	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	31	750	730	761	*	*	35%	*	*	42%	64%
Male	36	745	727	750	*	*	31%	*	*	44%	52%
Economically Disadvantaged Students	57	744	728	740	*	*	*	*	*	37%	39%
Non-Economically Disadvantaged Students	10	763	734	766	*	*	*	*	*	80%	69%
Students with Disabilities	10	725	698	724	*	*	*	*	*	40%	23%
Students without Disabilities	57	751	736	762	*	*	*	*	*	44%	65%
English Learners	10	727	714	713	*	*	*	*	*	10%	11%
Non-English Learners	57	751	731	758	*	*	*	*	*	49%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School
(01-0110-120)
Grades Offered: PK-08
2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	751	737	754	*	*	28%	*	*	52%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	27	741	*	743	*	*	*	*	*	41%	43%
Black or African American	*	*	721	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	22	771	769	780	0%	*	*	*	*	77%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	35	757	745	762	*	*	*	*	*	60%	64%
Male	26	743	729	748	*	*	*	*	*	42%	48%
Economically Disadvantaged Students	47	750	736	740	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	14	757	751	763	*	*	*	*	*	57%	67%
Students with Disabilities	10	715	*	722	*	*	*	*	*	*	19%
Students without Disabilities	51	758	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	N	N	719	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	757	738	761	*	*	25%	45%	18%	63%	63%
White	*	*	745	769	*	*	*	*	*	*	72%
Hispanic	28	748	733	747	*	*	36%	*	*	50%	50%
Black or African American	*	*	725	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	26	770	768	790	*	0%	*	*	*	73%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	32	758	745	769	*	*	*	*	*	66%	71%
Male	35	756	730	753	*	*	*	*	*	60%	55%
Economically Disadvantaged Students	*	*	737	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	747	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	695	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	747	769	*	*	*	*	*	*	71%
English Learners	*	*	699	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	740	763	*	*	*	*	*	*	65%
Homeless Students	*	*	728	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School
(01-0110-120)
Grades Offered: PK-08
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	747	734	762	*	*	25%	*	*	51%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	35	737	736	747	*	*	37%	*	*	34%	49%
Black or African American	*	*	721	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	18	773	761	794	*	0%	*	*	*	78%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	21	756	740	771	*	*	*	*	*	62%	71%
Male	44	743	728	753	*	*	*	*	*	45%	55%
Economically Disadvantaged Students	53	747	734	743	*	*	*	*	*	49%	45%
Non-Economically Disadvantaged Students	12	750	734	772	*	*	*	*	*	58%	72%
Students with Disabilities	11	716	704	721	*	*	*	*	*	27%	22%
Students without Disabilities	54	754	740	770	*	*	*	*	*	56%	71%
English Learners	*	*	704	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	764	*	*	*	*	*	*	65%
Homeless Students	*	*	715	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	388	98.8	45.9	*	44.5	45.9	49.4	Met Target†
White	11	100.0	36.4	23.8	54.1	36.4	**	**
Hispanic	195	99.5	27.7	17.5	28.8	27.7	36.6	Not Met
Black or African American	56	95.2	42.9	*	23.0	42.9	35.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	117	100.0	77.8	56.6	76.5	77.8	72.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	185	99.5	43.2	22.0	44.9	43.2		
Male	203	98.2	48.3	21.6	44.2	48.3		
Economically Disadvantaged Students	334	98.9	44.3	21.3	26.3	44.3	49.1	Not Met
Non-Economically Disadvantaged Students	54	98.4	55.6	26.2	54.9	55.6		
Students with Disabilities	50	98.2	18.0	*	17.4	18.0	28.7	Not Met
Students without Disabilities	338	98.9	50.0	*	50.0	50.0		
English Learners	190	100.0	42.1	23.5	25.0	42.1	36.6	Met Target
Non-English Learners	198	97.7	49.5	21.1	46.5	49.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

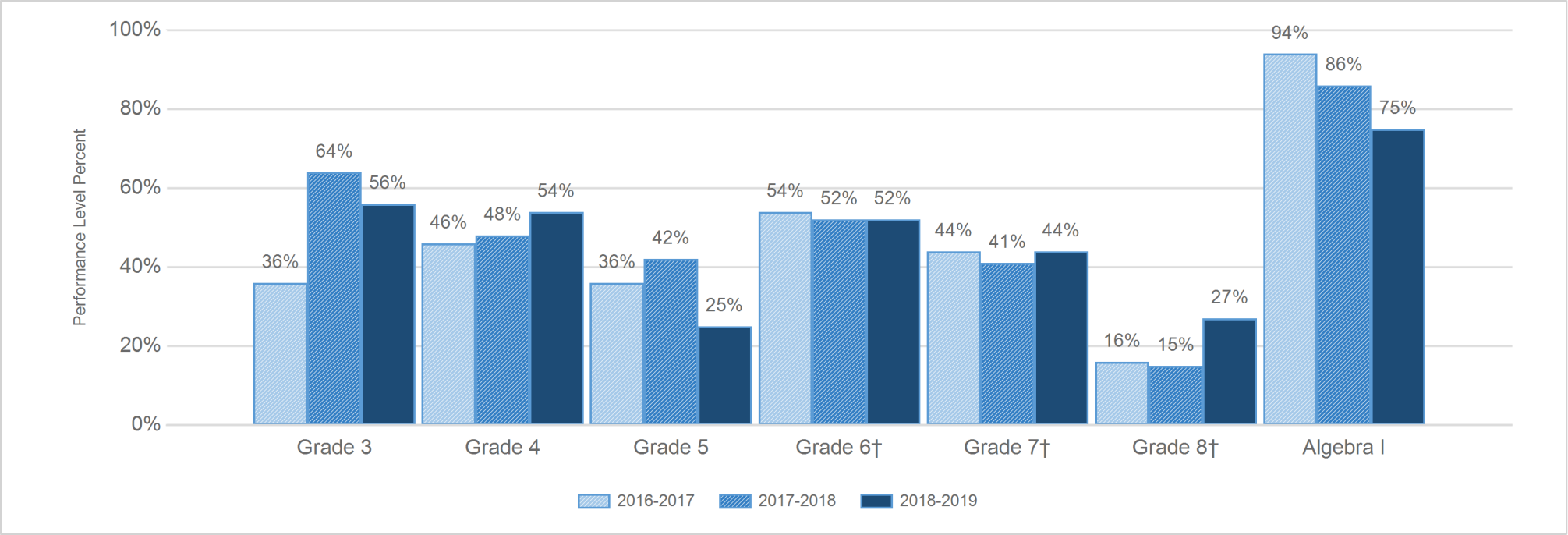**NJ SCHOOL PERFORMANCE REPORT**

Richmond Avenue School
(01-0110-120)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	72	754	732	752	*	*	25%	36%	19%	56%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	34	738	729	739	*	*	35%	*	*	35%	40%
Black or African American	*	*	723	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	21	778	757	778	*	0%	*	*	*	81%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	36	750	730	751	*	*	*	*	*	50%	54%
Male	36	759	733	752	*	*	*	*	*	61%	56%
Economically Disadvantaged Students	59	754	731	737	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	13	758	746	761	*	*	*	*	*	54%	67%
Students with Disabilities	*	*	712	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	30	744	729	728	*	*	*	*	*	40%	26%
Non-English Learners	42	762	733	754	*	*	*	*	*	67%	58%
Homeless Students	*	*	724	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	754	727	749	*	18%	26%	*	*	54%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	35	742	725	737	0%	29%	34%	*	*	37%	36%
Black or African American	*	*	716	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	16	777	761	776	0%	0%	*	*	*	81%	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	731	754	*	*	*	*	*	*	58%
Female	28	755	732	749	*	*	*	*	*	57%	50%
Male	33	754	724	749	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	17	736	716	722	*	*	*	*	*	18%	18%
Non-English Learners	44	761	730	751	*	*	*	*	*	68%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

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Richmond Avenue School

(01-0110-120)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	729	722	747	*	42%	*	25%	0%	25%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	42	722	719	735	*	50%	24%	*	*	14%	30%
Black or African American	11	719	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	756	753	775	0%	*	*	*	*	75%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	31	725	720	747	*	35%	*	*	*	19%	47%
Male	36	732	723	747	*	47%	*	*	*	31%	47%
Economically Disadvantaged Students	57	727	721	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	10	740	723	757	*	*	*	*	*	30%	59%
Students with Disabilities	10	724	712	725	*	*	*	*	*	20%	19%
Students without Disabilities	57	730	724	752	*	*	*	*	*	26%	52%
English Learners	10	714	711	718	*	*	*	*	*	10%	12%
Non-English Learners	57	731	723	749	*	*	*	*	*	28%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Grades Offered: PK-08

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	747	725	741	*	19%	19%	*	*	52%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	27	737	*	729	*	*	*	*	*	41%	24%
Black or African American	*	*	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	23	766	758	769	0%	*	*	*	*	74%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	35	749	726	742	*	*	*	*	*	54%	42%
Male	27	746	724	740	*	*	*	*	*	48%	40%
Economically Disadvantaged Students	48	744	724	726	*	25%	*	*	*	48%	21%
Non-Economically Disadvantaged Students	14	760	743	750	*	0%	*	*	*	64%	53%
Students with Disabilities	10	711	*	716	*	*	*	*	*	10%	12%
Students without Disabilities	52	755	*	746	*	*	*	*	*	60%	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	N	N	706	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	743	728	744	*	22%	26%	*	*	44%	42%
White	*	*	724	751	*	*	*	*	*	*	53%
Hispanic	31	731	725	733	*	39%	35%	*	*	16%	26%
Black or African American	11	736	718	727	*	*	*	*	*	45%	21%
Asian, Native Hawaiian, or Pacific Islander	28	762	753	768	0%	*	*	*	*	75%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	35	739	730	744	*	*	*	*	*	37%	42%
Male	38	747	726	743	*	*	*	*	*	50%	42%
Economically Disadvantaged Students	*	*	728	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	704	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	733	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	720	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

Richmond Avenue School
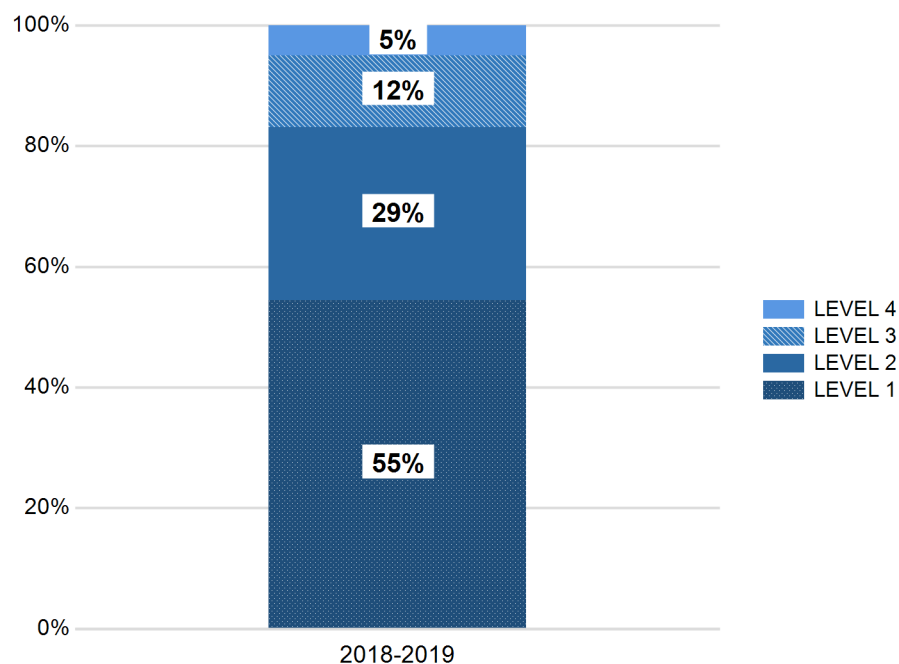
(01-0110-120)

Grades Offered: PK-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	721	714	728	33%	*	*	27%	0%	27%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	30	719	719	722	33%	*	*	*	*	20%	22%
Black or African American	*	*	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	16	729	716	731	*	*	*	*	*	38%	31%
Male	33	717	712	726	*	*	*	*	*	21%	27%
Economically Disadvantaged Students	38	715	714	719	*	*	*	*	*	21%	20%
Non-Economically Disadvantaged Students	11	741	715	735	*	*	*	*	*	45%	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	719	734	*	*	*	*	*	*	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School
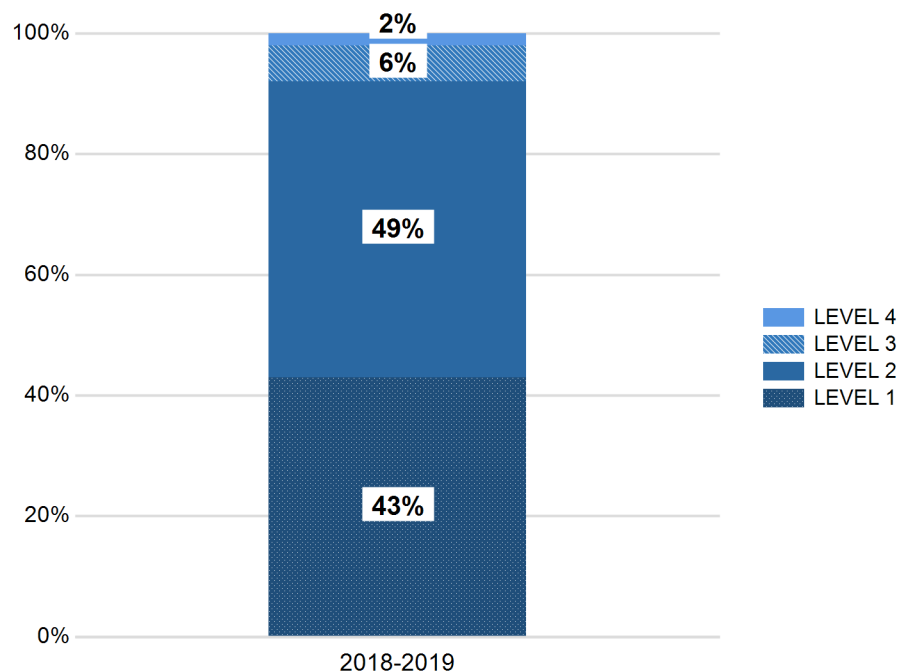
(01-0110-120)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	16	779	722	744	0%	*	*	*	*	75%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	717	728	*	*	*	*	*	*	24%
Black or African American	N	N	713	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	720	745	*	*	*	*	*	*	44%
Male	*	*	725	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	723	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	727	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	724	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*
6	N	N
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	59.8%	40.9%	Exceeds

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	57	86.0%	14.0%
3-4	73	89.0%	11.0%
5 or more	45	64.4%	35.6%

NJ SCHOOL PERFORMANCE REPORT

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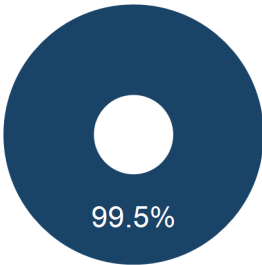Grades Offered: PK-08

2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	29	12	5
White	*	*	*	*
Hispanic	66	27	7	0
Black or African American	64	27	9	0
Asian, Native Hawaiian, or Pacific Islander	8	42	25	25
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	23	7	7
Male	47	33	17	3
Economically Disadvantaged Students	59	25	11	5
Non-Economically Disadvantaged Students	30	50	20	0
Students with Disabilities	70	10	20	0
Students without Disabilities	52	32	11	5
English Learners	80	20	0	0
Non-English Learners	50	30	14	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	49	6	2
White	*	*	*	*
Hispanic	59	41	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	21	53	21	5
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	52	43	5	0
Male	38	52	7	2
Economically Disadvantaged Students	43	49	6	2
Non-Economically Disadvantaged Students	42	50	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

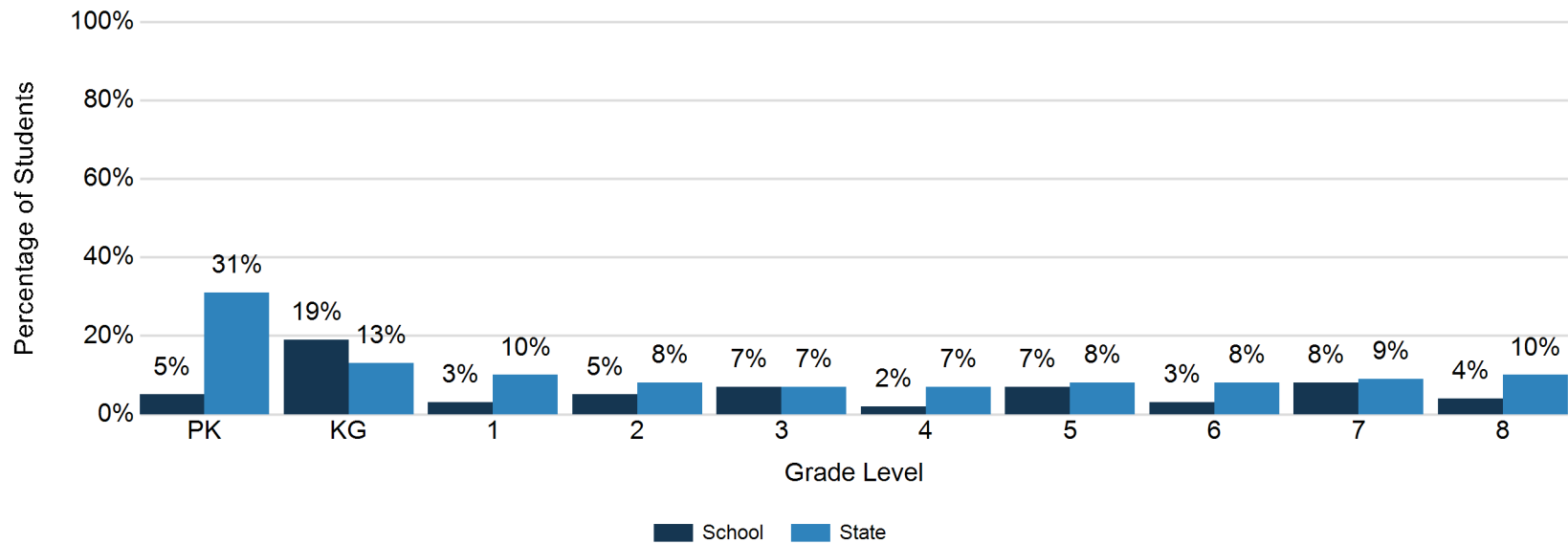**NJ SCHOOL PERFORMANCE REPORT**

Richmond Avenue School

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	66
7	0	0	73
8	16	0	55
Total	16	0	194

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	66
7	0	0	0	0	0	0	73
8	0	0	0	0	0	0	63
Total	0	0	0	0	0	0	202

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

School: 99.5%

State: 90.9%

Students enrolled in one or more classes by discipline:

MUSIC	School	99.5%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	99.5%
	State	70.0%

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2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	41	6.9	9.0	Met
White	3	18.8	**	**
Hispanic	24	7.9	9.0	Met
Black or African American	5	6.2	9.0	Met
Asian, Native Hawaiian, or Pacific	6	3.2	9.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	21	7.4		
Male	20	6.3		
Economically Disadvantaged Students	38	7.1	9.0	Met
Students with Disabilities	12	18.5	9.0	Not Met
English Learners	10	6.1	9.0	Met
Homeless Students	2	16.7		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students by Number of Absences:
- 0: 4%
- 1-5: 40%
- 6-10: 32%
- 11-15: 15%
- Over 15: 8%

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Chronic Absenteeism by Grade

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

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.94

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	17	2.5%
Any Suspension	19	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
39

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	83.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	10:1
Students to Administrators	335:1	219:1
Teachers to Administrators	31:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	75.8%	100.0%	48.4%	77.1%	54.9%
Male	51.7%	24.2%	0.0%	51.6%	22.9%	45.1%
White	2.8%	61.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	50.1%	11.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.2%	22.6%	100.0%	15.0%	6.6%	13.9%
Asian	31.4%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	1.6%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 60%

Admin N/A

Master's Degree

Teacher 40%

Admin 100%

Doctoral Degree

Teacher 0%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

Grades Offered: PK-08

2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.7%	55.1%	58.0%
Math Proficiency	44.4%	49.6%	45.9%
ELA Growth	54	52	50
Math Growth	64	48	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.2%	59.8%
Chronic Absenteeism	7.5%	8.5%	6.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Richmond Avenue School

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Richmond Avenue School

(01-0110-120)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Exceeds Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School
(01-0110-120)
Grades Offered: PK-08
2018-2019

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School Narrative

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

Highlights:	• NJEA's Families and Schools Together (FAST) grant program encourages family involvement. New Jersey Fresh Fruit and Vegetable Program exposes students to a variety of fresh fruit and vegetables. • RAS was presented the Buddy Bison Award, a program that provides opportunities for students to explore National Parks, while students develop a love of outdoors and become environmental stewards. • Attendance Matters: Richmond Avenue School continues to lead the Atlantic City School district with its highest achieved attendance rate. Students with perfect attendance are recognized.
Mission, Vision, Theme:	The vision for the Richmond Avenue School is to ensure that all students receive a quality education within a safe environment. It is our expectation that every child will grow academically, mentally, and socially to the best of their individual ability. It is our belief that with the commitment from our students, staff, families, and community, we can promote a positive school experience for all. The mission of Richmond Avenue School is to promote the development of all students academically, physically and emotionally. We are preparing students to be able to function and compete in the Twenty-First Century. Our diverse environment promotes a positive respect for our student body and community. Students will demonstrate respect for others, maintain good citizenship, and strive for EXCELLENCE. The Richmond Avenue School theme T.E.A.M.S. Taking Every Advantage to Meet Success.
Awards, Recognition, Accomplishments:	2019 District Battle of the Books First Place Winners/Grow NJ Kids Grant expectations/ Buddy Bison Kids to Park Program/ Clean Communities/ Sustainable Gardening Grant/MBA Teacher recognition/Tanger Outlet Grants: Bike Flipthis 100% hands-on club allows students to learn how to repair and maintain bicycles.

Richmond Avenue School

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Courses, Curriculum, Instruction:	The diverse learning community at Richmond Avenue School takes pride in the reciprocity of teaching and learning. Richmond Avenue School continues to narrow the achievement gap on the yearly standardized NJSLA assessment in grades 3rd thru 8th, surpassing both State and District expectations. Richmond Avenue School saw growth across all grade levels and subgroups. Academically, Richmond Avenue School provides interventions; i.e. Reading Recovery, Level Literacy Instruction, System 44, and READ 180 to students in 1st-8th grades.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls)
Clubs and Activities:	After-School Clubs provided at Richmond Avenue School include: Yearbook, Eighth Grade Community Service Projects, Before and After-School Exercise Club, Art Club, School Newsletter, Safety Patrol, Junior National Honor Society and Bike Flip. Introduction of Public Safety Club which introduces curricula on Fire, Police and EMT instruction. Partnership with Stockton University City Division to provide instruction and equipment for the Hooked on Fishing club. Saturday school provides students an opportunity to participate in Visual & Performing Arts and STEM programs. In addition, our preschoolers have the opportunity to attend before and after school academic programs. Fifth Grade students participated in the Drug Abuse Resistance Education (D.A.R.E.) Program. Career Day was used to explore Professional interest and passions through learning about various careers.

NJ SCHOOL PERFORMANCE REPORT

Richmond Avenue School

(01-0110-120)

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2018-2019

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Before and After School Programs:	Early Childhood Before-Care. ACPS Early Childhood, Title I and Title III offer After-School programs designed to improve student academic skills both in Language Arts Literacy and Mathematics. In addition, students have an opportunity to attend yoga and Saturday STEM and VPA Our yoga program focus - Mindfulness and Movement - teaches students to notice their thoughts and emotions. We want them to know that negative thoughts or emotions don't define them. This program helps children learn how to push them aside so that they can be better students, athletes, friends, brothers sisters, daughters and sons. The children seem to respond in positive way.
Staff and Professional Learning:	Building Literacy Coaching. PLC's support District Curriculum. After-School Professional Development. Faculty Meetings. Richmond Avenue School school-based Google Classroom. Digital Implementation Team.

NJ SCHOOL PERFORMANCE REPORT

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

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Survey data is used to support/highlight the creation of a favorable learning environment. The data is used to improve student relationships, learning conditions, and the school's overall environment. Staff feels the school/curriculum meets their expectations for student educational goals (92%), Teachers satisfied with student safety(97%), Students and Staff show respect to each other's differences (89%).
Facilities:	Richmond Avenue School is a seventh year young building with a state of the art Media Center, Art Room, Science Labs for Middle School [grades 6th thru 8th] and Gymnasium. It also houses two computer labs one MAC and one PC. Richmond Avenue School is equipped with basketball courts, children's playground equipment and a preschool area on its outdoor playground. In addition, the school is equipped with an announcement system that permits the administration to communicate with staff and students outside the building. Richmond Avenue School has a fully functional loading dock which enables deliveries to be dropped off at its appropriate location; i.e. food service, building equipment, supplies, etc.
School Safety:	Richmond Avenue School holds monthly drills. Escape routes have been developed and are posted. Teachers and students are aware of the procedures and follow the procedures per the demands of the drill. Support personnel assist with Preschool, Kindergarten and First grade students to provide additional safety while moving throughout the building. Richmond Avenue School is housed with a camera system which provides surveillance in and out of the building. Security officers are strategically housed on every floor of the building to provide security.

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Technology and STEM:	The Richmond Avenue School supplies its students with a large array of digital resources that can support student learning both within and beyond the walls of the classroom anytime of the day or night. They include, BrainPOP, BrainPOP Español, BrainPOP Jr, BrainPOP ELL, edConnect NJ, Fraction Nation, IXL, i-Ready, Pearson Successnet, Readworks, System 44, Britannica School, DestinyQuest, Epic! Reading, Learning.com, PowerSchool, Discovery Education, FASTT MATH, NBC Learn and READ 180. Richmond Avenue has a Media Center featuring 20,000 titles and twelve Internet connected research stations. The students at Richmond Avenue School have been afforded the opportunity to be exposed to a one-to-one ratio of Chrome Books. Ipads are utilized for Project Lead the Way activities.
Early Childhood Education:	Richmond Avenue School was awarded with a 4-star banner for their high-quality preschool program based on the Grow NJ Kids Grant expectations. Richmond's Preschool Program scored a 5-star for meeting ECERS-R requirements based on the following indicators: physical environment, personal routines, interactions, interest areas, and program structure. Teachers demonstrate a high-quality level of curriculum implementation with training on Creative Curriculum and GOLD. Parents are informed daily of growth and activities through letters, flyers and informal conversations with teachers. Parent Workshops support parents in assisting the students in their Social, Emotional and Academic growth. Richmond's Preschool Program continues to celebrate their annual Thanksgiving Feast w/Veterans and parents. Children are given the opportunity to exercise their self-independent skills while enjoying a family-style lunch with their peers and teachers.

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

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Sovereign Avenue School

(01-0110-030)

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2018-2019

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School Contact Information

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

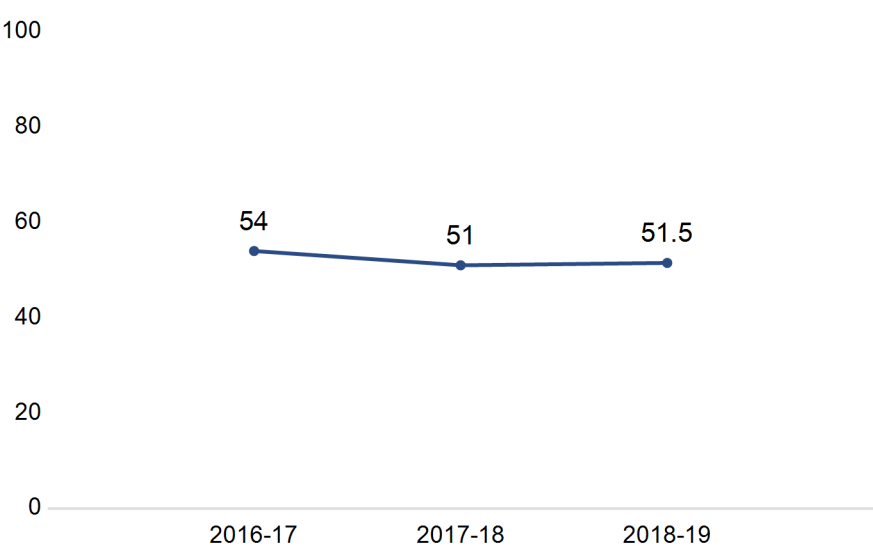| Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Ms. Medina Peyton
Address	3205 Arctic Avenue Atlantic City, NJ 08401-3711
Phone Number	609-343-7260
Email Address	mpeyton@acboe.org
Website	https://www.acboe.org/sov
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	41	57	56
KG	62	66	57
1	70	56	67
2	77	74	55
3	90	73	68
4	68	79	79
5	70	67	91
6	100	95	95
7	87	80	84
8	78	79	78
Total	743	726	730

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.5%	50.1%	51.8%
Male	50.5%	49.9%	48.2%
Economically Disadvantaged Students	97.4%	97.1%	96.7%
Students with Disabilities	11.6%	10.7%	14.1%
English Learners	26.9%	31.0%	29.2%
Homeless Students	0.8%	1.2%	0.7%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.9%	1.9%	1.5%
Hispanic	68.6%	66.8%	68.1%
Black or African American	5.5%	5.4%	4.4%
Asian	21.8%	22.7%	23.2%
Native Hawaiian or Pacific Islander	2.6%	2.3%	2.1%
American Indian or Alaska Native	0.1%	0.3%	0.0%
Two or More Races	0.4%	0.6%	0.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	41	57	56
KG - Half Day	0	0	0
KG - Full Day	62	66	57

Enrollment by Home Language

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

Home Language	% of Students
Spanish	58.2%
English	17.7%
Bengali	11.5%
Vietnamese	5.8%
Urdu	1.6%
Other Languages	5.2%

Sovereign Avenue School

(01-0110-030)

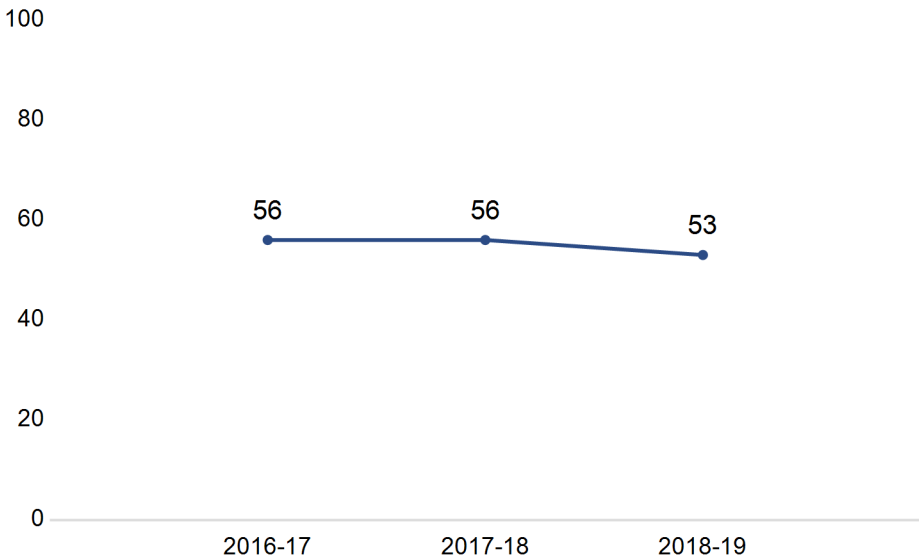Grades Offered: PK-08

2018-2019

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	51	51.5	56	56	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

4

Sovereign Avenue School

(01-0110-030)

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2018-2019

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

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35**   **Typical Growth: Between 35 and 65**   **High Growth: Greater than 65**
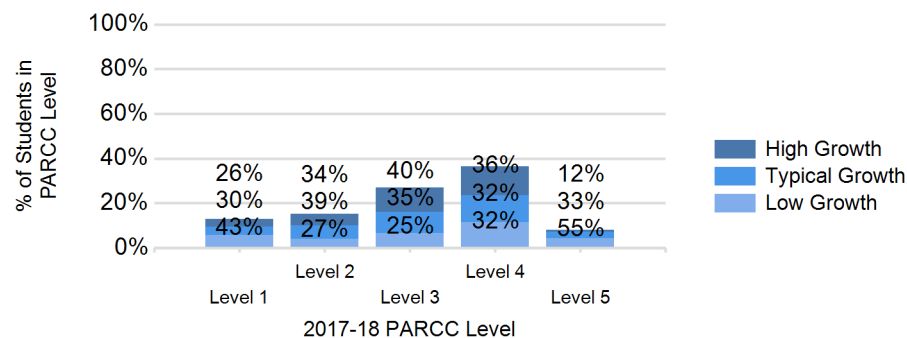
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51.5	49	50	Met Standard	53	45	50	Met Standard
White	*	50.5	50	**	*	44	52	**
Hispanic	51.5	50	49	Met Standard	48.5	45	47	Met Standard
Black or African American	46	44	45	**	41	42	43	**
Asian, Native Hawaiian, or Pacific Islander	51	55	59	Met Standard	64	59	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	52	52	53	N	52	46	50	N
Male	47	46	47	N	54	44.5	51	N
Economically Disadvantaged Students	52	49	48	Met Standard	52	45	46	Met Standard
Students with Disabilities	32	36	43	Not Met	39	36	45	Not Met
English Learners	49	49	52	Met Standard	54.5	49	50	Met Standard
Homeless Students	*	48.5	43	N	*	42	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School
(01-0110-030)
Grades Offered: PK-08
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† This indicates a table specific note, see note below table

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

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

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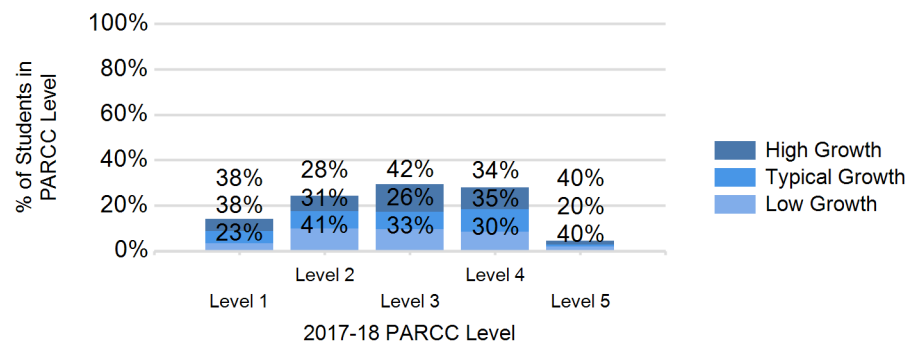
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.
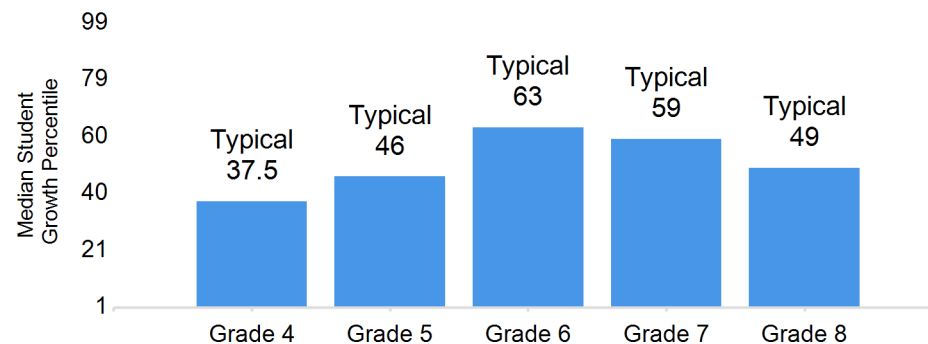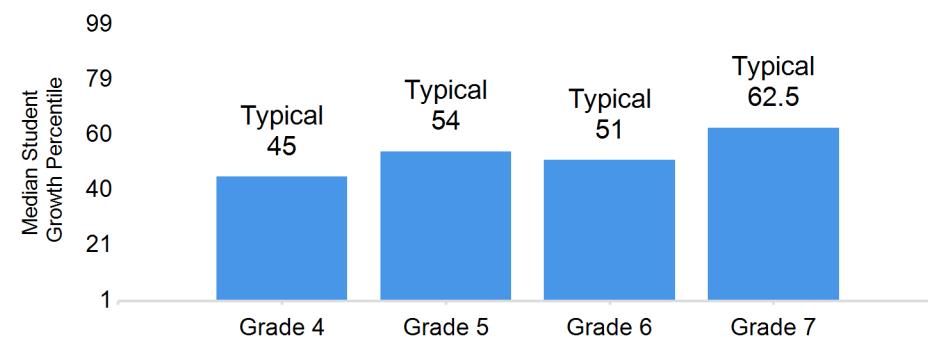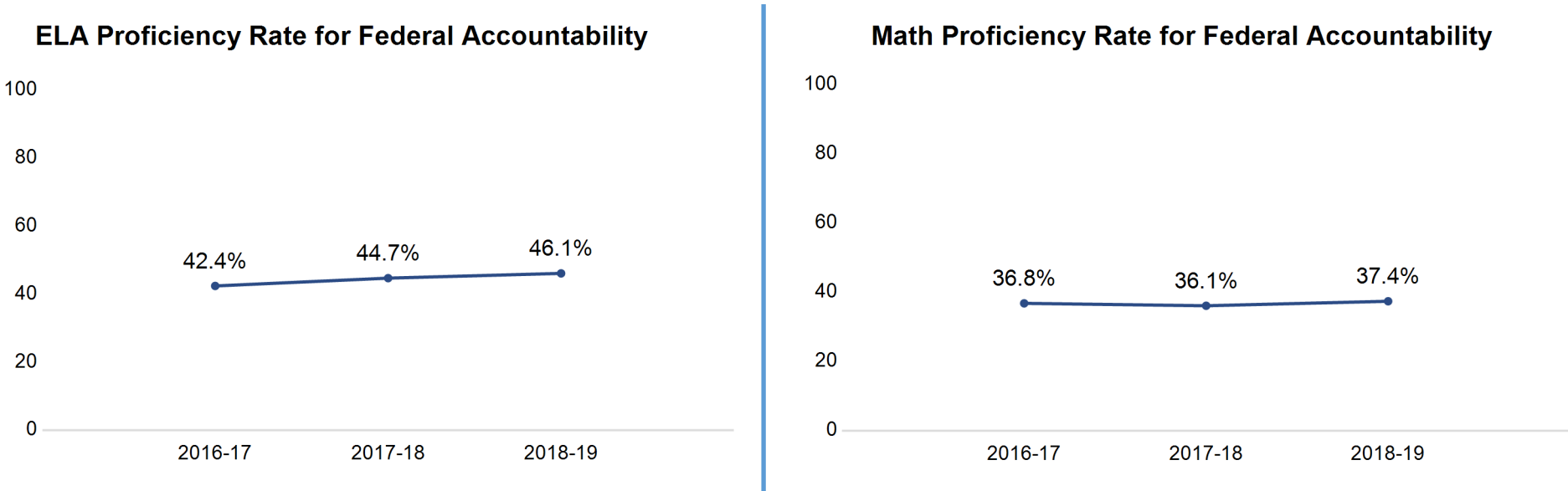
ELA

Math

Student Growth by Grade

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

ELA

Math

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NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

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English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	42.4%	44.7%	46.1%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	36.8%	36.1%	37.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.6%	99.6%	98.6%	99.6%	99.6%
Proficiency Rate for Federal Accountability	42.4%	44.7%	46.1%	36.8%	36.1%	37.4%
Annual Target	41.5%	43.5%	45.6%	40.6%	42.6%	44.7%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
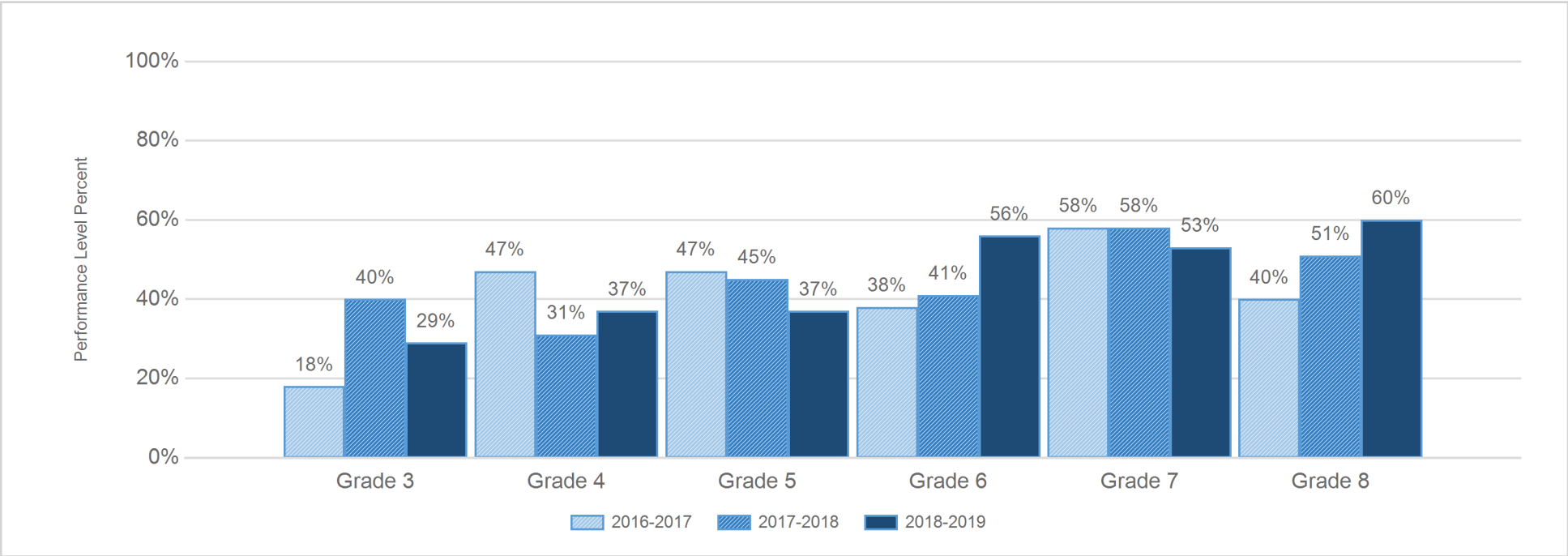
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NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	479	99.6	46.1	32.7	57.9	46.1	45.6	Met Target
White	*	*	*	44.7	66.9	*	**	**
Hispanic	334	99.7	36.8	27.8	43.9	36.8	37.3	Met Target†
Black or African American	18	94.7	33.3	20.0	38.5	33.1	**	**
Asian, Native Hawaiian, or Pacific Islander	119	100.0	74.8	66.2	82.9	74.8	67.3	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	248	100.0	53.6	*	64.8	53.6		
Male	231	99.2	38.1	*	51.3	38.1		
Economically Disadvantaged Students	460	99.8	45.7	*	40.0	45.7	44.8	Met Target
Non-Economically Disadvantaged Students	19	95.0	57.9	*	67.9	57.9		
Students with Disabilities	74	98.7	*	*	22.7	*	14.6	Not Met
Students without Disabilities	405	99.8	*	*	65.1	*		
English Learners	266	99.6	32.0	*	29.3	32.0	27.6	Met Target
Non-English Learners	213	99.5	63.8	*	60.6	63.8		
Homeless Students	*	*	*	13.9	29.1	*		
Students In Foster Care	*	*	*	20.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	725	725	748	33%	17%	21%	*	*	29%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	46	717	721	734	39%	*	22%	*	*	20%	36%
Black or African American	*	*	714	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	13	750	760	773	*	*	*	*	*	54%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	38	728	727	753	29%	*	*	*	*	32%	55%
Male	25	720	723	743	40%	*	*	*	*	24%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	11	687	694	719	*	*	*	*	*	*	24%
Students without Disabilities	52	733	729	754	*	*	*	*	*	*	56%
English Learners	25	705	720	713	*	*	*	*	*	*	17%
Non-English Learners	38	738	727	751	*	*	*	*	*	*	54%
Homeless Students	*	*	704	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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(01-0110-030)

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2018-2019

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	78	739	734	755	18%	*	35%	*	*	37%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	58	735	732	743	21%	*	38%	*	*	29%	44%
Black or African American	*	*	723	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	N	N	736	762	N	N	N	N	N	N	64%
Female	39	745	742	760	*	*	36%	*	*	44%	62%
Male	39	733	726	750	*	*	33%	*	*	31%	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	10	704	696	725	*	*	*	*	*	10%	25%
Students without Disabilities	68	744	739	761	*	*	*	*	*	41%	64%
English Learners	26	724	726	720	*	*	46%	*	*	15%	17%
Non-English Learners	52	746	736	758	*	*	29%	*	*	48%	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	735	728	756	15%	18%	30%	*	*	37%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	67	730	727	743	16%	24%	30%	*	*	30%	44%
Black or African American	*	*	717	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	761	766	781	0%	0%	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	45	736	730	761	*	*	*	*	*	36%	64%
Male	42	733	727	750	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	16	701	698	724	*	*	*	*	*	*	23%
Students without Disabilities	71	742	736	762	*	*	*	*	*	*	65%
English Learners	25	717	714	713	*	*	*	*	*	*	11%
Non-English Learners	62	742	731	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	737	754	*	19%	19%	*	*	56%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	63	742	*	743	*	25%	25%	*	*	41%	43%
Black or African American	*	*	721	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	51	760	745	762	*	*	*	*	*	65%	64%
Male	40	740	729	748	*	*	*	*	*	45%	48%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	751	763	*	*	*	*	*	*	67%
Students with Disabilities	11	705	*	722	*	*	*	*	*	*	19%
Students without Disabilities	80	757	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	N	N	719	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	751	738	761	*	*	22%	28%	25%	53%	63%
White	*	*	745	769	*	*	*	*	*	*	72%
Hispanic	56	745	733	747	*	*	25%	27%	20%	46%	50%
Black or African American	*	*	725	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	27	771	768	790	*	*	*	*	*	74%	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	41	766	745	769	*	*	*	*	*	73%	71%
Male	46	738	730	753	*	*	*	*	*	35%	55%
Economically Disadvantaged Students	*	*	737	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	747	771	*	*	*	*	*	*	73%
Students with Disabilities	16	691	695	720	*	*	*	*	*	*	22%
Students without Disabilities	71	765	747	769	*	*	*	*	*	*	71%
English Learners	*	*	699	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	740	763	*	*	*	*	*	*	65%
Homeless Students	*	*	728	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	754	734	762	*	*	21%	*	*	60%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	48	749	736	747	*	*	23%	*	*	54%	49%
Black or African American	*	*	721	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	23	767	761	794	*	*	*	*	*	74%	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	36	762	740	771	*	*	*	*	*	72%	71%
Male	41	747	728	753	*	*	*	*	*	49%	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	734	772	*	*	*	*	*	*	72%
Students with Disabilities	10	708	704	721	*	*	*	*	*	10%	22%
Students without Disabilities	67	761	740	770	*	*	*	*	*	67%	71%
English Learners	*	*	704	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	764	*	*	*	*	*	*	65%
Homeless Students	N	N	715	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	481	99.6	37.4	*	44.5	37.4	44.7	Not Met
White	*	*	*	23.8	54.1	*	**	**
Hispanic	336	99.7	26.2	17.5	28.8	26.2	36.2	Not Met
Black or African American	18	94.7	27.8	*	23.0	27.6	**	**
Asian, Native Hawaiian, or Pacific Islander	119	100.0	70.6	56.6	76.5	70.6	69.1	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	249	100.0	37.3	22.0	44.9	37.3		
Male	232	99.2	37.5	21.6	44.2	37.5		
Economically Disadvantaged Students	462	99.8	36.8	21.3	26.3	36.8	44	Not Met
Non-Economically Disadvantaged Students	19	95.5	52.6	26.2	54.9	52.6		
Students with Disabilities	74	98.7	*	*	17.4	*	15.8	Not Met
Students without Disabilities	407	99.8	*	*	50.0	*		
English Learners	268	99.6	25.4	23.5	25.0	25.4	30.6	Not Met
Non-English Learners	213	99.5	52.6	21.1	46.5	52.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
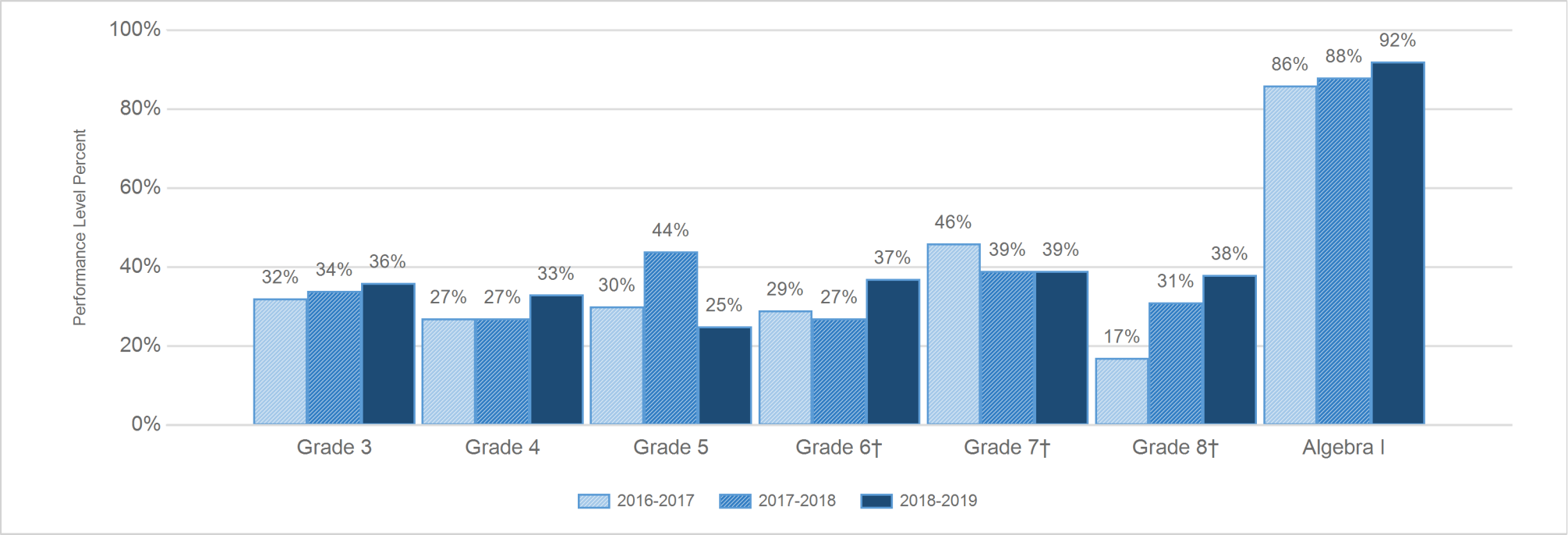
NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note, see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School
(01-0110-030)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	735	732	752	*	27%	23%	*	*	36%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	47	727	729	739	*	32%	26%	*	*	26%	40%
Black or African American	*	*	723	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	13	755	757	778	*	*	*	*	*	62%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	38	736	730	751	*	*	*	*	*	34%	54%
Male	26	734	733	752	*	*	*	*	*	38%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	11	706	712	731	*	*	*	*	*	*	31%
Students without Disabilities	53	741	735	756	*	*	*	*	*	*	60%
English Learners	26	722	729	728	*	*	*	*	*	15%	26%
Non-English Learners	38	744	733	754	*	*	*	*	*	50%	58%
Homeless Students	*	*	724	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	80	735	727	749	18%	19%	31%	*	*	33%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	60	729	725	737	22%	18%	37%	23%	0%	23%	36%
Black or African American	*	*	716	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	N	N	731	754	N	N	N	N	N	N	58%
Female	40	736	732	749	*	*	33%	*	*	30%	50%
Male	40	735	724	749	*	*	30%	*	*	35%	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	10	708	702	726	*	*	*	*	*	*	25%
Students without Disabilities	70	739	731	754	*	*	*	*	*	*	56%
English Learners	28	718	716	722	*	*	*	*	*	14%	18%
Non-English Learners	52	745	730	751	*	*	*	*	*	42%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	88	728	722	747	*	45%	20%	*	*	25%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	68	723	719	735	*	53%	22%	*	*	16%	30%
Black or African American	*	*	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	759	753	775	*	0%	*	*	*	75%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	726	720	747	*	52%	*	*	*	20%	47%
Male	42	730	723	747	*	38%	*	*	*	31%	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	16	716	712	725	*	*	*	*	*	*	19%
Students without Disabilities	72	731	724	752	*	*	*	*	*	*	52%
English Learners	26	713	711	718	*	*	*	*	*	*	12%
Non-English Learners	62	734	723	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	734	725	741	15%	28%	20%	*	*	37%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	65	724	*	729	22%	32%	23%	23%	0%	23%	24%
Black or African American	*	*	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	53	735	726	742	*	25%	*	*	*	36%	42%
Male	40	732	724	740	*	33%	*	*	*	38%	40%
Economically Disadvantaged Students	*	*	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	743	750	*	*	*	*	*	*	53%
Students with Disabilities	11	702	*	716	*	*	*	*	*	*	12%
Students without Disabilities	82	738	*	746	*	*	*	*	*	*	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	N	N	706	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	741	728	744	*	28%	25%	*	*	39%	42%
White	*	*	724	751	*	*	*	*	*	*	53%
Hispanic	56	735	725	733	*	34%	27%	*	*	29%	26%
Black or African American	*	*	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	27	756	753	768	*	*	*	*	*	67%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	41	746	730	744	*	*	29%	*	*	49%	42%
Male	46	736	726	743	*	*	22%	*	*	30%	42%
Economically Disadvantaged Students	*	*	728	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	53%
Students with Disabilities	16	711	704	718	*	*	*	*	*	*	13%
Students without Disabilities	71	747	733	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	720	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)
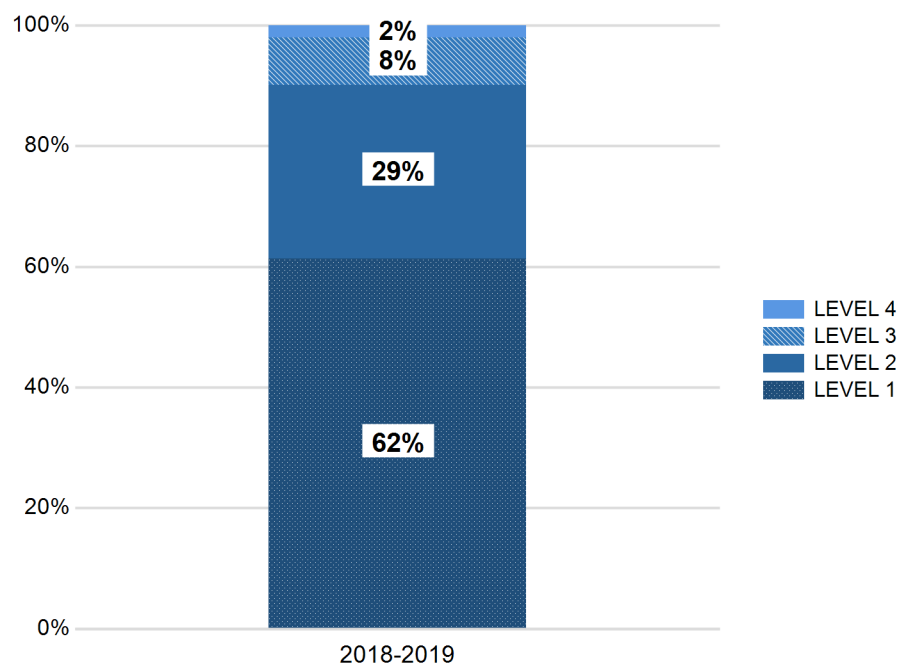
Grades Offered: PK-08

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
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- **N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	742	714	728	*	*	34%	38%	0%	38%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	39	742	719	722	*	*	31%	36%	0%	36%	22%
Black or African American	*	*	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	25	748	716	731	*	*	*	40%	0%	40%	31%
Male	28	737	712	726	*	*	*	36%	0%	36%	27%
Economically Disadvantaged Students	*	*	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	10	726	694	707	*	*	*	*	*	30%	10%
Students without Disabilities	43	746	719	734	*	*	*	*	*	40%	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)
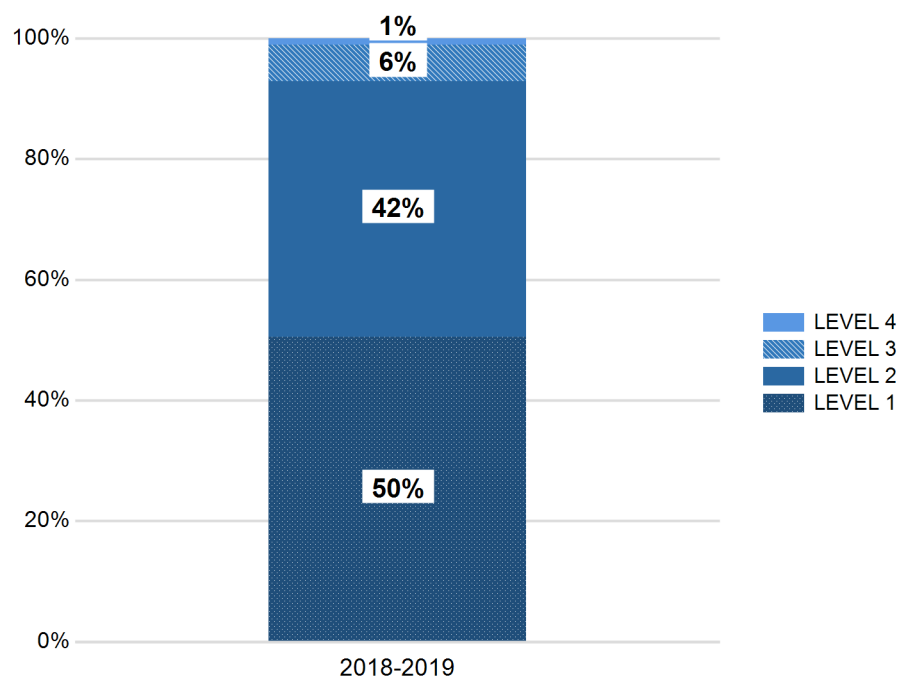
Grades Offered: PK-08

2018-2019

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* ***** Data is not displayed in order to protect student privacy
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* **N** No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	24	783	722	744	0%	*	*	*	*	92%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	717	728	*	*	*	*	*	*	24%
Black or African American	*	*	713	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	14	794	752	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	11	772	720	745	0%	*	*	*	*	91%	44%
Male	13	793	725	743	0%	*	*	*	*	92%	41%
Economically Disadvantaged Students	*	*	722	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	723	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	24	783	727	748	0%	*	*	*	*	92%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	24	783	724	745	0%	*	*	*	*	92%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School
(01-0110-030)
Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	*	*
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	62.9%	40.9%	Exceeds

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	69	87.0%	13.0%
3-4	88	81.8%	18.2%
5 or more	54	64.8%	35.2%

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School
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Grades Offered: PK-08
2018-2019

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

	LEVEL 4
	LEVEL 3
	LEVEL 2
	LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

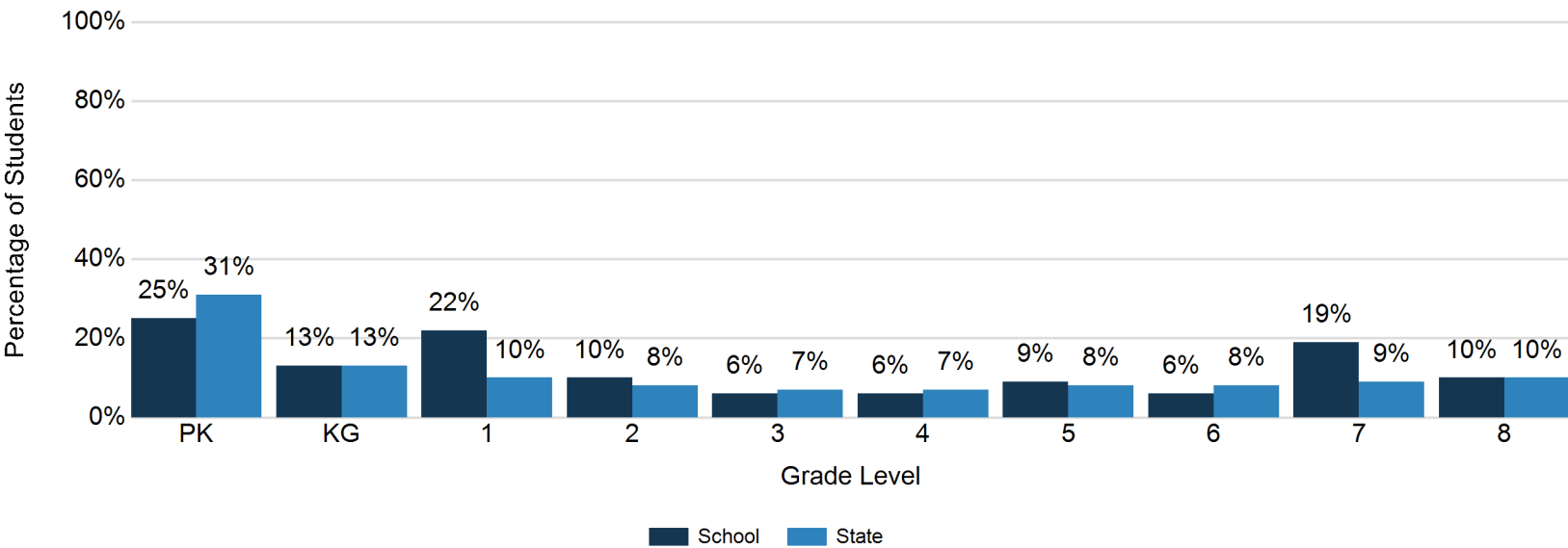| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	62	29	8	2
White	*	*	*	*
Hispanic	69	25	4	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	42	33	8
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	29	6	2
Male	60	29	10	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	85	15	0	0
Non-English Learners	52	34	11	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

Report Key:

  * Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	50	42	6	1
White	*	*	*	*
Hispanic	65	35	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	17	57	22	4
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	50	0	0
Male	50	36	12	2
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	95
7	0	0	84
8	24	0	54
Total	24	0	233

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	94
7	0	0	0	0	0	0	84
8	0	0	0	0	0	0	77
Total	0	0	0	0	0	0	255

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School
(01-0110-030)
Grades Offered: PK-08
2018-2019

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

100.0% — School

90.9% — State

Students enrolled in one or more classes by discipline:

MUSIC	School	100.0%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

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NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	74	11.2	9.0	Not Met
White	*	*	**	**
Hispanic	52	11.3	9.0	Not Met
Black or African American	4	12.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	15	9.5	9.0	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	39	11.5		
Male	35	10.9		
Economically Disadvantaged Students	73	11.4	9.0	Not Met
Students with Disabilities	14	16.3	9.0	Not Met
English Learners	24	11.4	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Sovereign Avenue School

(01-0110-030)

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2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	PK	KG	1	2	3	4	5	6	7	8
School	25%	13%	22%	10%	6%	6%	9%	6%	19%	10%
State	31%	13%	10%	8%	7%	7%	8%	8%	9%	10%

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Sovereign Avenue School
(01-0110-030)
Grades Offered: PK-08
2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.27

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School
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Grades Offered: PK-08
2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	29	4.0%
Any Suspension	29	4.0%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
75

Sovereign Avenue School
(01-0110-030)
Grades Offered: PK-08
2018-2019

School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	75	118,214
Average years experience in public schools	14.8	12.1
Average years experience in district	14.6	10.8
Percentage of Teachers with 4 or more years experience in the district	88.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	365:1	219:1
Teachers to Administrators	38:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.8%	85.3%	100.0%	48.4%	77.1%	54.9%
Male	48.2%	14.7%	0.0%	51.6%	22.9%	45.1%
White	1.5%	62.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	68.1%	18.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.4%	14.7%	50.0%	15.0%	6.6%	13.9%
Asian	23.2%	2.7%	50.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	1.3%	0.0%	2.1%	0.2%	0.2%

Sovereign Avenue School
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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher — 59%
Admin — N/A

Master's Degree

Teacher — 39%
Admin — 100%

Doctoral Degree

Teacher — 3%
Admin — 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	94.4%

Sovereign Avenue School

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Sovereign Avenue School

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Sovereign Avenue School

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.4%	44.7%	46.1%
Math Proficiency	36.8%	36.1%	37.4%
ELA Growth	54	51	52
Math Growth	56	56	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		52.8%	62.9%
Chronic Absenteeism	8.0%	7.1%	11.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Sovereign Avenue School

(01-0110-030)

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2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	Exceeds Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• NJ Benchmark School for two consecutive years; Blue Ribbon School recommendation; Reward Grant recipient of $100,00.00 • SAS lead the Atlantic City School district with its highest achieved attendance rate. Students with perfect attendance are recognized. • Jr. National Honor Society; Chorus, Yoga/Mindfulness, Orchestral Academy, Asian & Latino Clubs, VPA; Yearbook Club; Girl Power Club; Art Club; Fun and Fitness Club
Mission, Vision, Theme:	Sovereign Avenue School is a professional learning community with the mission of collaborating for the academic, emotional, and social growth of each student through quality and purposeful educational experiences in and out of the classroom. The school and community share in the responsibilities of nurturing students along the path to thrive as productive life-long learners in a culturally rich world.
Awards, Recognition, Accomplishments:	Recognized for our students' successes, we had been a NJ Benchmark School for two consecutive years. We were also nominated as a Blue Ribbon School by the Federal Government- NCLB. Sovereign Avenue School was the proud recipient of one of 26 NCLB School Reward Grants awarded by the State of New Jersey in the amount of $100,000.00 in the 2009-2010 school year. Sovereign Avenue School was awarded with a 4-star banner for their high-quality preschool program based on the Grow NJ Kids Grant expectations. Sovereign's Preschool Program scored a 5-star for meeting ECERS-R requirements based on the following indicators: physical environment, personal routines, interactions, interest areas, and program structure.

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	Sovereign provides a sound and rigorous elementary curriculum as well as providing interventions such as: Reading Recovery, Read180, System 44, Leveled Literacy Intervention , Accelerated Reader. Title I & Title III After-School programs for Reading/Writing/Math, Bilingual/ESL and Math and an intensive Title I summer school program are also provided.
Clubs and Activities:	After School Chorus, Art Club, Asian Club, Girl Power, Latino Club, Yearbook Club, Green Team, Academic Competition Club, and Jr. National Honor Society are a few of the clubs that are available. Our 7th and 8th grade students participate in Stockton University's College Bound program on Saturdays. Our Orchestral Academy for our 7th and 8th grade musicians, is a feeder program for the high school.

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

Grades Offered: PK-08

2018-2019

School Narrative

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Before and After School Programs:	Early Childhood Before and After Care. After School Title I & Title Language Arts Literacy and Mathematics and yoga/mindfulness Saturday STEM and VPA City of Atlantic City after school Recreation Program
Staff and Professional Learning:	Sovereign Avenue School's teachers are prepared and ready to elevate students' achievement. The District provides on-going professional development for all school staff. Focus areas are assessment and data, critical and creative thinking and technology training. Our teachers share and exchange ideas with colleagues that promote the use of the most successful strategies in the classroom.

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School

(01-0110-030)

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2018-2019

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School Narrative

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Student Supports and Services:	Our Guidance Counselor offers academic, social and emotional support through daily interactions, 1-1, small and large group counseling. 8th grade students are also assisted with course selections for high school. With the well-rounded child in mind, they offer programs such as Week of Respect, Red Ribbon activities, and anti-bullying and anti-drugs classroom lessons and assemblies. SAS incorporates ELL Supports for Language Acquisition, Reading/Writing Skills, Transitioning from Native Language to English, Scaffolding class instruction for struggling students. Also, System 44 and Read 180, through the use of 21th Century materials and software, increase students' literacy via rigorous reading and writing instruction builds student confidence with grade level material. The ESL program incorporates the NJSLS as well as the WIDA English language proficiency standards so that students are learning and language and content simultaneously.
Student Health and Wellness:	To address the health and nutritional needs of our students and their families, our school nurse, health and physical education and several classroom teachers head our participation in AtlantiCare's Healthy Schools, Healthy Kids Program. Our students also participate in the district breakfast and dinner programs as well as lunch.
Parent and Community Involvement:	Our parents can become involved in the many activities sponsored by our Parent Center, such as ESL, Citizenship, GED and Driver's Ed preparation classes, just to name a few. We are very successful in getting our parents to attend the monthly P.A.C. (Parent Advisory Council) meetings where we provide information that will help them help their children be successful. At these meetings, we also provide topics and speakers of interest.

NJ SCHOOL PERFORMANCE REPORT

Sovereign Avenue School
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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Yearly, our students, teachers and parents participate in a school climate survey. The results are shared with teachers and parents. The overwhelming positive results reflect the total school community's commitment to our students who are becoming "Smarter and Stronger" in their lives every day. Sovereign Avenue School is a very special place to learn and grow, intellectually, physically, socially and emotionally!
Facilities:	Sovereign Avenue School has been Media Center, Art Room, Science Labs for Middle School students and Gymnasium. It also houses two computer labs one MAC and one PC. SAS is equipped children's playground equipment on our back playground and a preschool area in front of the school. In addition, the school is equipped with an announcement system which permits the communication with staff and students outside of the building.
School Safety:	Sovereign Avenue School holds monthly drills....1 fire and 1 safety. Escape routes have been developed and are posted. Teachers and students are aware of the procedures and follow the procedures per the demands of the drill. Security officers are strategically housed on every floor of the building to provide security and are assigned to lunch/recess periods. Our full time nurse conducts required screenings, reviews immunization records, meets with parents, students and staff to give health updates and encourages healthy eating, exercise, mindfulness/relaxation activities, hand washing, etc. SAS also has a school Safety Team, which includes the school administrators, school nurse, head custodian, secretaries, security officers and several teachers. The Safety Team meets on a monthly basis and/or as needed basis, to review security procedures, discuss concerns, etc.

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Technology and STEM:	Sovereign Avenue School supplies its students with a large array of digital resources that can support student learning both within and beyond the walls of the classroom anytime of the day or night. They include, BrainPOP, BrainPOP Español, BrainPOP Jr, BrainPOP ELL, edConnect NJ, Fraction Nation, IXL, i-Ready, Pearson Successnet, Readworks, System 44, Britannica School, DestinyQuest, Epic! Reading, Learning.com, PowerSchool, Discovery Education, FASTT MATH, NBC Learn and READ 180. SAS has a Media Center featuring 20,000 titles and twelve Internet connected research stations. The students at Sovereign Avenue School have been afforded the opportunity to be exposed to a one-to-one ratio of Chrome Books. ipads are utilized for Project Lead the Way activities.
Early Childhood Education:	Serving no more that 15 students per classroom, each PreK classroom teacher has a full time paraprofessional to assist with daily routines. Sovereign Avenue School was awarded with a 4-star banner for their high-quality preschool program based on the Grow NJ Kids Grant expectations. Sovereign's Preschool Program scored a 5-star for meeting ECERS-R requirements based on the following indicators: physical environment, personal routines, interactions, interest areas, and program structure. Teachers demonstrate a high-quality level of curriculum implementation with training on Creative Curriculum and GOLD. Parents are informed daily of growth and activities through letters, flyers and informal conversations with teachers. Parent Workshops support parents in assisting the students in their social, emotional and academic growth. Children are given the opportunity to exercise their self-independent skills while enjoying a family-style lunch with their peers and teachers.

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School Narrative

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Other Information	Sovereign Avenue School is operating in it's 15th year as a Kindergarten through 8th grade elementary school. PreK-3 and PK-4 classes have been added. The school is located in the heart of Atlantic City, New Jersey. Co-existing with the casino industry, Sovereign Avenue School has become a haven for children of immigrant parents seeking new employment opportunities. Sovereign Avenue School boasts a rich and diverse multicultural background. We currently have approximately 26+ languages spoken and also American Sign Language. Our first floor hallways are adorned by flags from each of the 40+ countries that our students and their families represent. The Sovereign Avenue School family is proud to reflect the current, culturally diverse face of America! Sovereign Avenue School rallies under the banner of "Smarter and Stronger". Our school/ community climate and culture is continuously sustained by the Sovereign Avenue School's 4R's: being Respectful, Responsible, Ready, and making Right Choices. Each parent, teacher and student is committed to being a vital part in the success of our school community. In fact, our mission emphasizes our commitment to fully embrace our diversity while coming together as a cohesive group that focuses on the whole child. Students are nurtured by a caring faculty who encourages them to believe that all things are possible. Students are taught that their achievements, extracurricular or school-related, bring honor and pride to themselves and the community. As first generation children from immigrant households, our students are drawn toward succeeding in their new country.

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Texas Avenue School
(01-0110-060)
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School Contact Information

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

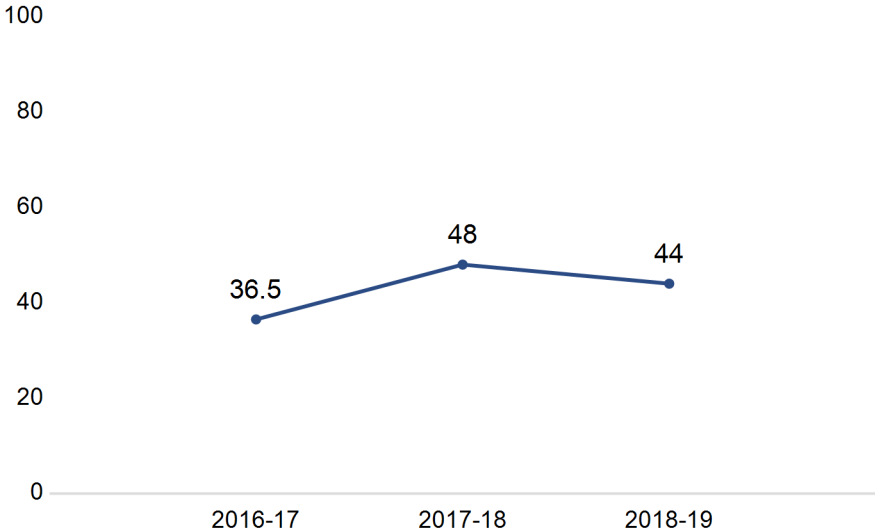| Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Dr. Lakecia Hyman
Address	2523 Arctic Avenue Atlantic City, NJ 08401-3901
Phone Number	609-343-7350
Email Address	lhyman@acboe.org
Website	https://www.acboe.org/tex
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

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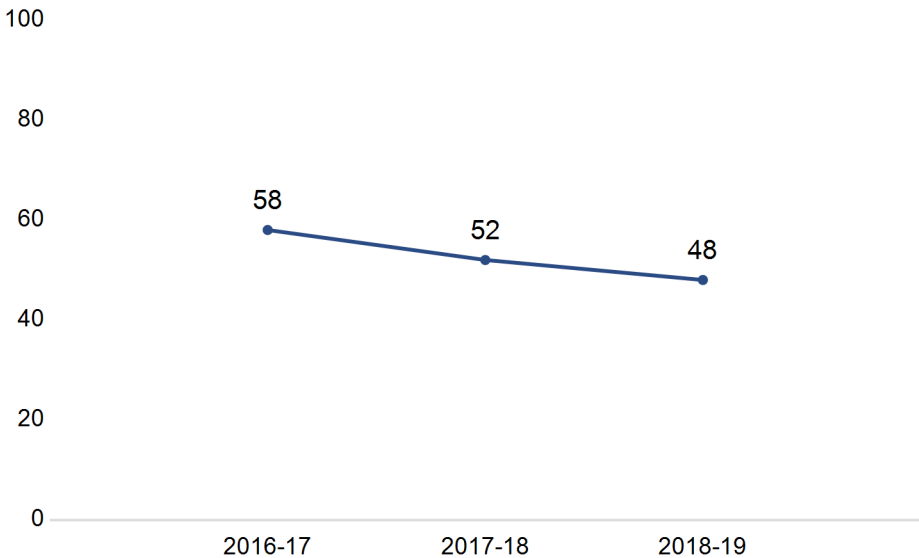* **†** This indicates a table specific note, see note below table

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	65	64	57
1	65	50	53
2	58	65	50
3	51	51	63
4	53	51	47
5	56	52	51
6	66	75	72
7	76	72	75
8	61	70	66
Total	551	550	534

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.0%	52.9%	54.5%
Male	47.0%	47.1%	45.5%
Economically Disadvantaged Students	100.0%	99.3%	97.9%
Students with Disabilities	10.5%	11.1%	11.0%
English Learners	35.8%	42.0%	41.4%
Homeless Students	1.3%	2.0%	1.9%
Students in Foster Care	0.2%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.7%	0.5%	0.7%
Hispanic	69.9%	71.5%	70.8%
Black or African American	3.6%	2.7%	4.1%
Asian	24.3%	23.3%	22.7%
Native Hawaiian or Pacific Islander	1.1%	0.9%	0.9%
American Indian or Alaska Native	0.2%	0.4%	0.0%
Two or More Races	0.2%	0.7%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	65	64	57

Enrollment by Home Language

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

Home Language	% of Students
Spanish	61.2%
English	15.5%
Bengali	14.8%
Urdu	3.4%
Vietnamese	2.2%
Other Languages	2.8%

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

- 2016-17: 36.5
- 2017-18: 48
- 2018-19: 44

Math Median Student Growth Percentile

- 2016-17: 58
- 2017-18: 52
- 2018-19: 48

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	36.5	48	44	58	52	48
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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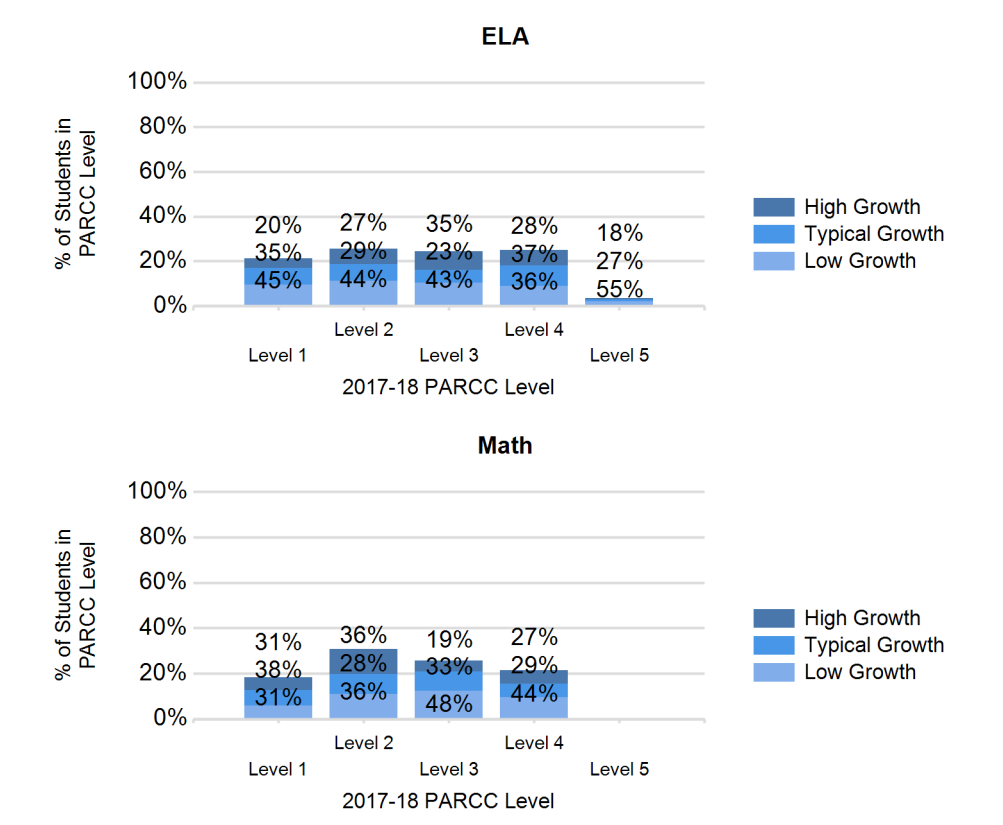† This indicates a table specific note, see note below table

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

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

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

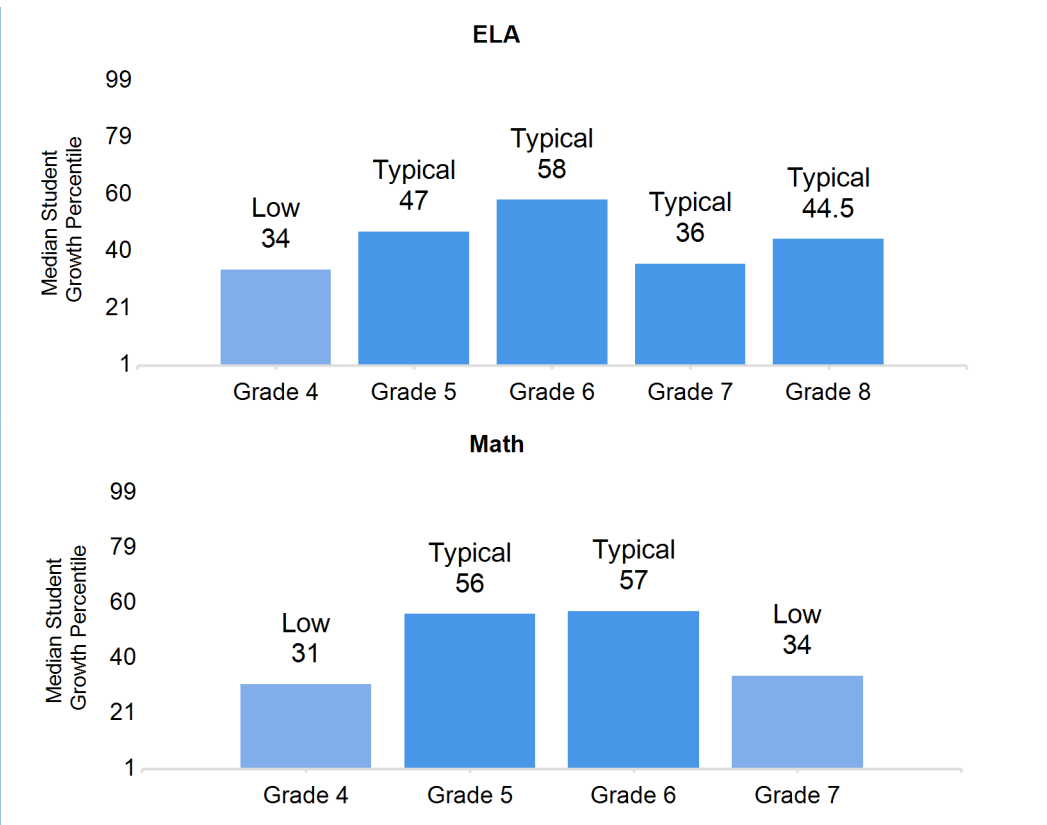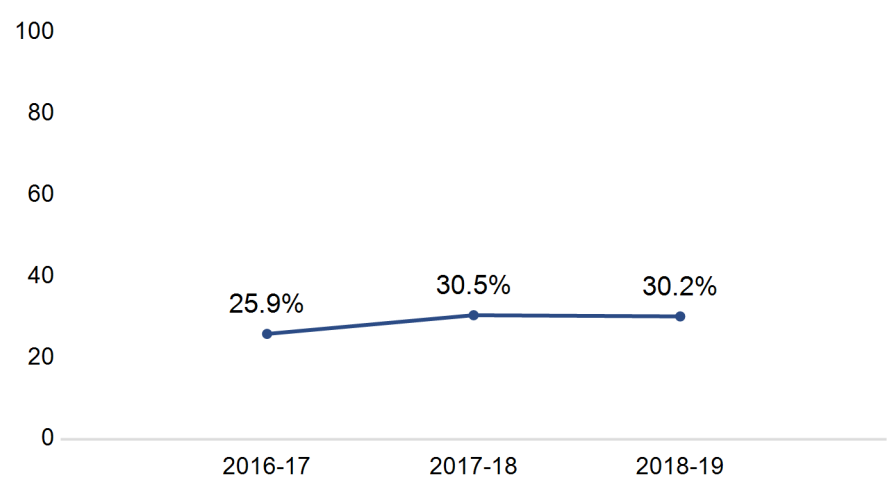## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	49	50	Met Standard	48	45	50	Met Standard
White	*	50.5	50	**	*	44	52	**
Hispanic	43	50	49	Met Standard	45	45	47	Met Standard
Black or African American	*	44	45	**	*	42	43	**
Asian, Native Hawaiian, or Pacific Islander	51	55	59	Met Standard	56.5	59	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	44	52	53	N	44	46	50	N
Male	43.5	46	47	N	49	44.5	51	N
Economically Disadvantaged Students	45	49	48	Met Standard	48	45	46	Met Standard
Students with Disabilities	37	36	43	Not Met	44	36	45	Met Standard
English Learners	42.5	49	52	Met Standard	51	49	50	Met Standard
Homeless Students	*	48.5	43	N	*	42	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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Low Growth: Less than 35	Typical Growth: Between 35 and 65	High Growth: Greater than 65

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Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA — % of Students in PARCC Level by 2017-18 PARCC Level

	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	20%	27%	35%	28%	18%
Typical Growth	35%	29%	23%	37%	27%
Low Growth	45%	44%	43%	36%	55%

Math — % of Students in PARCC Level by 2017-18 PARCC Level

	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	31%	36%	19%	27%	
Typical Growth	38%	28%	33%	29%	
Low Growth	31%	36%	48%	44%	

Student Growth by Grade

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

ELA — Median Student Growth Percentile

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Low 34	Typical 47	Typical 58	Typical 36	Typical 44.5

Math — Median Student Growth Percentile

Grade 4	Grade 5	Grade 6	Grade 7
Low 31	Typical 56	Typical 57	Low 34

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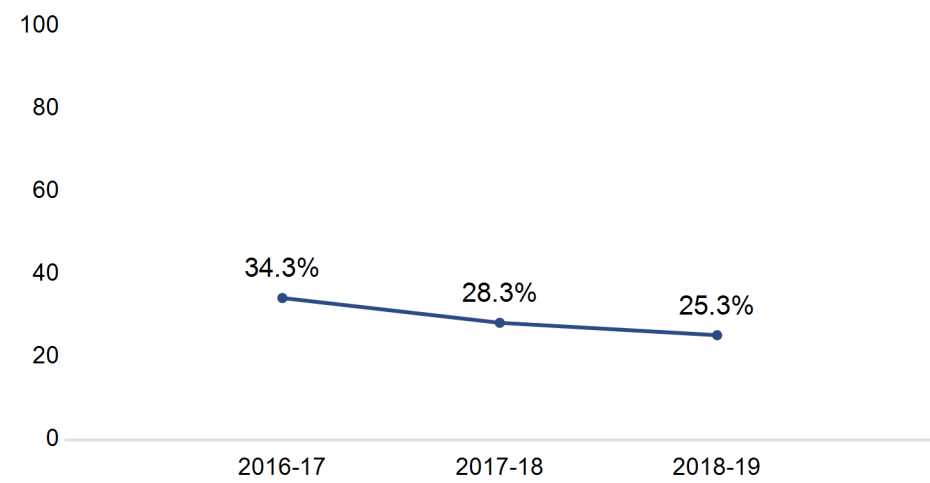- **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

- 2016-17: 25.9%
- 2017-18: 30.5%
- 2018-19: 30.2%

Math Proficiency Rate for Federal Accountability

- 2016-17: 34.3%
- 2017-18: 28.3%
- 2018-19: 25.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	100.0%	99.7%	98.8%	100.0%	99.2%
Proficiency Rate for Federal Accountability	25.9%	30.5%	30.2%	34.3%	28.3%	25.3%
Annual Target	35.6%	38.0%	40.3%	32.5%	35.0%	37.5%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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Texas Avenue School

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	371	99.7	30.2	32.7	57.9	30.2	40.3	Not Met
White	*	*	*	44.7	66.9	*	**	**
Hispanic	271	99.6	20.7	27.8	43.9	20.7	31.5	Not Met
Black or African American	*	*	*	20.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	100.0	61.6	66.2	82.9	61.6	66	Met Target†
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	201	100.0	36.3	*	64.8	36.3		
Male	170	99.4	22.9	*	51.3	22.9		
Economically Disadvantaged Students	357	99.7	30.3	*	40.0	30.3	40.8	Not Met
Non-Economically Disadvantaged Students	14	100.0	28.6	*	67.9	28.6		
Students with Disabilities	67	98.5	*	*	22.7	*	15.1	Not Met
Students without Disabilities	304	100.0	*	*	65.1	*		
English Learners	209	100.0	21.5	*	29.3	21.5	21.4	Met Target
Non-English Learners	162	99.4	41.4	*	60.6	41.4		
Homeless Students	*	*	*	13.9	29.1	*		
Students In Foster Care	N	N	N	20.0	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
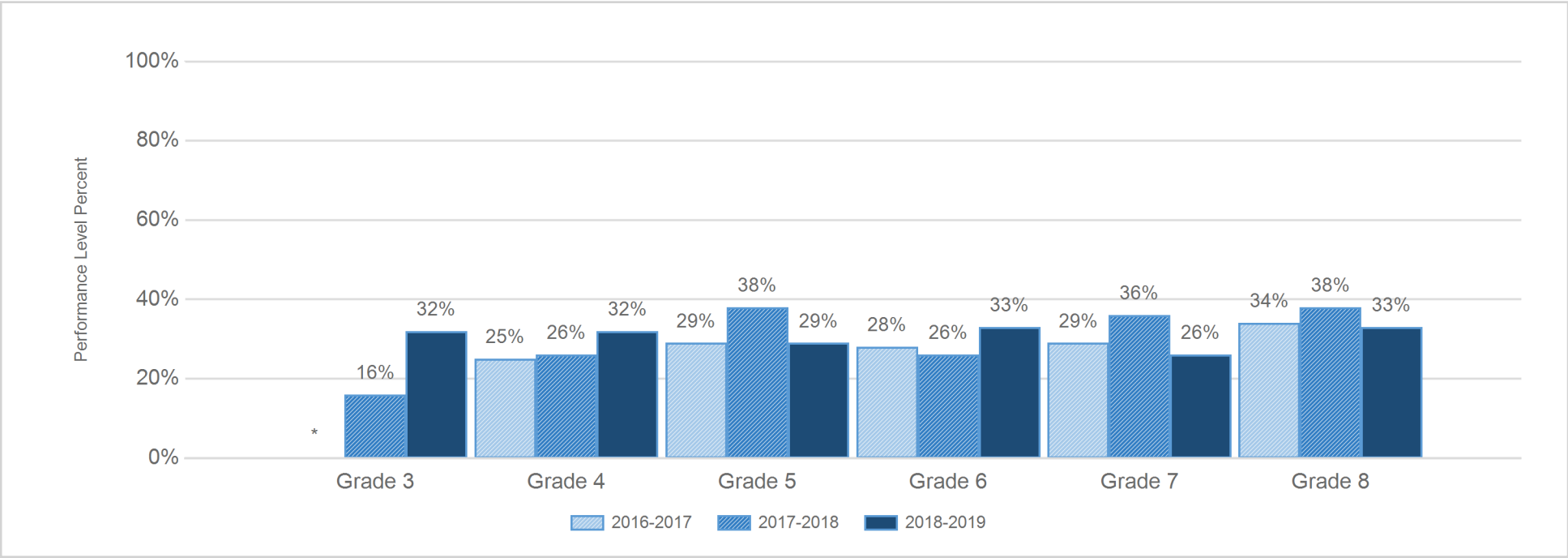
8

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	731	725	748	21%	16%	32%	32%	0%	32%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	51	726	721	734	*	*	33%	25%	0%	25%	36%
Black or African American	*	*	714	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	764	760	773	0%	*	*	*	*	70%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	36	737	727	753	*	*	28%	*	*	39%	55%
Male	27	725	723	743	*	*	37%	*	*	22%	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	35	720	720	713	*	*	*	*	*	17%	17%
Non-English Learners	28	746	727	751	*	*	*	*	*	50%	54%
Homeless Students	*	*	704	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	723	734	755	28%	*	*	32%	0%	32%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	35	720	732	743	29%	*	*	*	*	26%	44%
Black or African American	*	*	723	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	736	762	*	*	*	*	*	*	64%
Female	27	734	742	760	*	*	*	*	*	41%	62%
Male	20	709	726	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	47	723	733	740	28%	*	*	32%	0%	32%	40%
Non-Economically Disadvantaged Students	N	N	738	765	N	N	N	N	N	N	69%
Students with Disabilities	*	*	696	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	20	720	726	720	*	*	*	*	*	20%	17%
Non-English Learners	27	726	736	758	*	*	*	*	*	41%	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	52	727	728	756	*	*	31%	29%	0%	29%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	37	719	727	743	30%	*	35%	*	*	16%	44%
Black or African American	*	*	717	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	766	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	28	728	730	761	*	*	*	*	*	32%	64%
Male	24	725	727	750	*	*	*	*	*	25%	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	11	702	698	724	*	*	*	*	*	*	23%
Students without Disabilities	41	733	736	762	*	*	*	*	*	*	65%
English Learners	17	713	714	713	*	*	*	*	*	12%	11%
Non-English Learners	35	734	731	758	*	*	*	*	*	37%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	738	737	754	22%	*	33%	*	*	33%	56%
White	N	N	*	762	N	N	N	N	N	N	65%
Hispanic	48	728	*	743	25%	*	42%	*	*	19%	43%
Black or African American	*	*	721	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	18	763	769	780	*	*	*	*	*	67%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	34	742	745	762	*	*	32%	*	*	41%	64%
Male	35	734	729	748	*	*	34%	*	*	26%	48%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	751	763	*	*	*	*	*	*	67%
Students with Disabilities	15	716	*	722	*	*	*	*	*	*	19%
Students without Disabilities	54	744	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	*	*	719	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

Report Key:
* ***** Data is not displayed in order to protect student privacy
* ****** Accountability calculations require 20 or more students
* **N** No Data is available to display
* **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

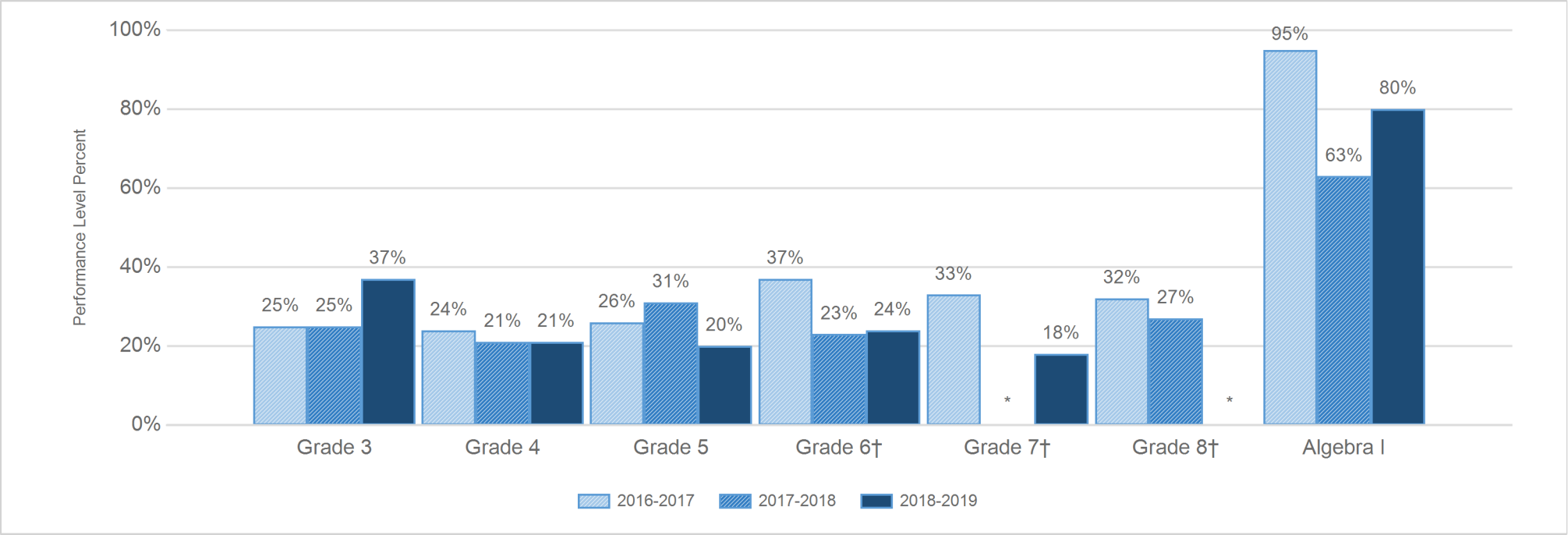| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	722	738	761	31%	22%	22%	*	*	26%	63%
White	N	N	745	769	N	N	N	N	N	N	72%
Hispanic	58	713	733	747	38%	24%	21%	*	*	17%	50%
Black or African American	N	N	725	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	*	768	N	N	N	N	N	N	68%
Female	45	730	745	769	27%	*	*	*	*	33%	71%
Male	33	712	730	753	36%	*	*	*	*	15%	55%
Economically Disadvantaged Students	*	*	737	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	747	771	*	*	*	*	*	*	73%
Students with Disabilities	20	700	695	720	*	*	*	*	*	*	22%
Students without Disabilities	58	730	747	769	*	*	*	*	*	*	71%
English Learners	*	*	699	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	740	763	*	*	*	*	*	*	65%
Homeless Students	N	N	728	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	726	734	762	30%	23%	*	*	*	33%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	44	721	736	747	32%	27%	*	*	*	25%	49%
Black or African American	*	*	721	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	33	729	740	771	*	*	*	*	*	33%	71%
Male	33	723	728	753	*	*	*	*	*	33%	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	734	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	704	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	740	770	*	*	*	*	*	*	71%
English Learners	13	679	704	708	*	*	*	*	*	*	12%
Non-English Learners	53	737	736	764	*	*	*	*	*	*	65%
Homeless Students	*	*	715	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

Report Key:
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- **N** No Data is available to display
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	371	99.2	25.3	*	44.5	25.3	37.5	Not Met
White	*	*	*	23.8	54.1	*	**	**
Hispanic	271	98.9	14.4	17.5	28.8	14.4	30.2	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	86	100.0	59.3	56.6	76.5	59.3	59.8	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	201	99.5	25.4	22.0	44.9	25.4		
Male	170	98.9	25.3	21.6	44.2	25.3		
Economically Disadvantaged Students	357	99.2	25.5	21.3	26.3	25.5	37.9	Not Met
Non-Economically Disadvantaged Students	14	100.0	21.4	26.2	54.9	21.4		
Students with Disabilities	65	95.6	*	*	17.4	*	16.8	Not Met
Students without Disabilities	306	100.0	*	*	50.0	*		
English Learners	211	100.0	17.1	23.5	25.0	17.1	23.1	Not Met
Non-English Learners	160	98.2	36.3	21.1	46.5	36.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

Report Key:
* * Data is not displayed in order to protect student privacy
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* **N** No Data is available to display
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
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N No Data is available to display
† This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	738	732	752	*	19%	30%	*	*	37%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	51	732	729	739	*	24%	33%	*	*	27%	40%
Black or African American	*	*	723	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	775	757	778	0%	0%	*	*	*	80%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	36	741	730	751	*	*	*	*	*	39%	54%
Male	27	735	733	752	*	*	*	*	*	33%	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	712	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	35	733	729	728	*	*	*	*	*	34%	26%
Non-English Learners	28	746	733	754	*	*	*	*	*	39%	58%
Homeless Students	*	*	724	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

Report Key:
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* **N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	725	727	749	28%	28%	23%	*	*	21%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	35	719	725	737	34%	29%	*	*	*	11%	36%
Black or African American	*	*	716	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	731	754	*	*	*	*	*	*	58%
Female	27	730	732	749	*	*	*	*	*	30%	50%
Male	20	718	724	749	*	*	*	*	*	10%	52%
Economically Disadvantaged Students	47	725	728	734	28%	28%	23%	*	*	21%	32%
Non-Economically Disadvantaged Students	N	N	724	759	N	N	N	N	N	N	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	20	715	716	722	*	*	*	*	*	15%	18%
Non-English Learners	27	732	730	751	*	*	*	*	*	26%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	54	724	722	747	*	41%	26%	*	*	20%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	37	715	719	735	*	*	*	*	*	*	30%
Black or African American	*	*	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	28	724	720	747	*	39%	*	*	*	21%	47%
Male	26	725	723	747	*	42%	*	*	*	19%	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	11	713	712	725	*	*	*	*	*	*	19%
Students without Disabilities	43	727	724	752	*	*	*	*	*	*	52%
English Learners	19	709	711	718	*	*	*	*	*	*	12%
Non-English Learners	35	732	723	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	729	725	741	14%	35%	28%	*	*	24%	41%
White	N	N	*	749	N	N	N	N	N	N	51%
Hispanic	50	720	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	18	755	758	769	*	*	*	*	*	67%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	37	723	726	742	*	35%	*	*	*	16%	42%
Male	35	735	724	740	*	34%	*	*	*	31%	40%
Economically Disadvantaged Students	*	*	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	743	750	*	*	*	*	*	*	53%
Students with Disabilities	15	717	*	716	*	*	*	*	*	*	12%
Students without Disabilities	57	732	*	746	*	*	*	*	*	*	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	*	*	706	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	723	728	744	19%	38%	24%	*	*	18%	42%
White	N	N	724	751	N	N	N	N	N	N	53%
Hispanic	58	716	725	733	22%	47%	21%	*	*	10%	26%
Black or African American	N	N	718	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	46	722	730	744	*	41%	*	*	*	20%	42%
Male	32	725	726	743	*	34%	*	*	*	16%	42%
Economically Disadvantaged Students	*	*	728	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	53%
Students with Disabilities	19	706	704	718	*	*	*	*	*	*	13%
Students without Disabilities	59	729	733	749	*	*	*	*	*	*	48%
English Learners	10	708	713	716	*	*	*	*	*	*	10%
Non-English Learners	68	725	729	745	*	*	*	*	*	*	44%
Homeless Students	N	N	720	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

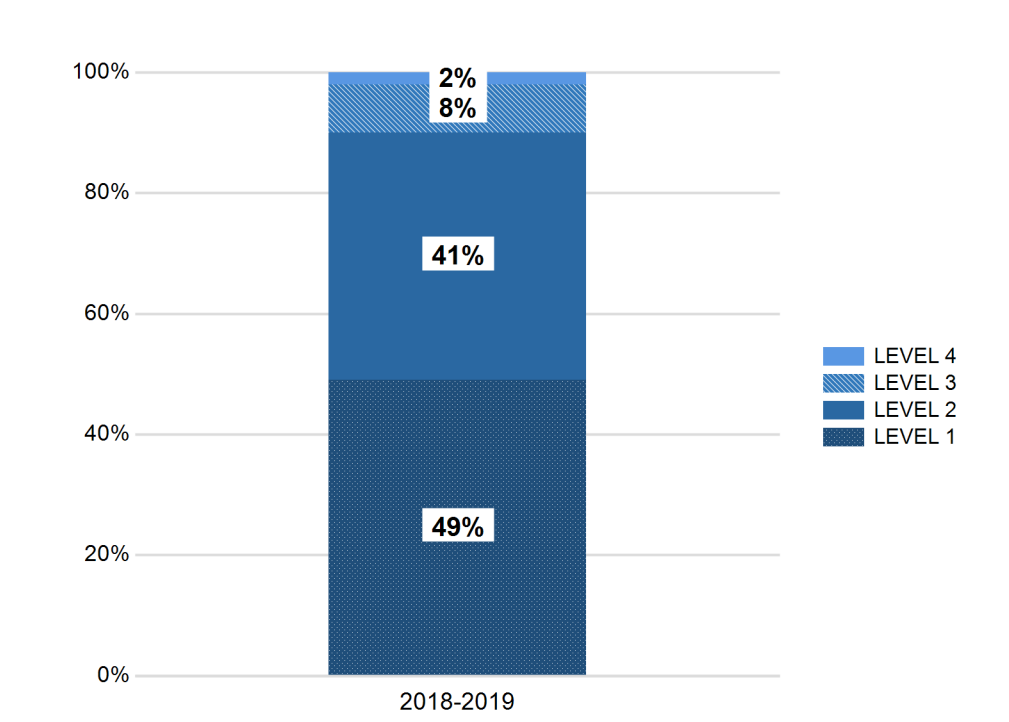**NJ SCHOOL PERFORMANCE REPORT**

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	708	714	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	35	707	719	722	*	*	*	*	*	*	22%
Black or African American	*	*	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	22	711	716	731	*	*	*	*	*	*	31%
Male	24	706	712	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	694	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	719	734	*	*	*	*	*	*	35%
English Learners	14	696	706	706	*	*	*	*	*	*	10%
Non-English Learners	32	714	715	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

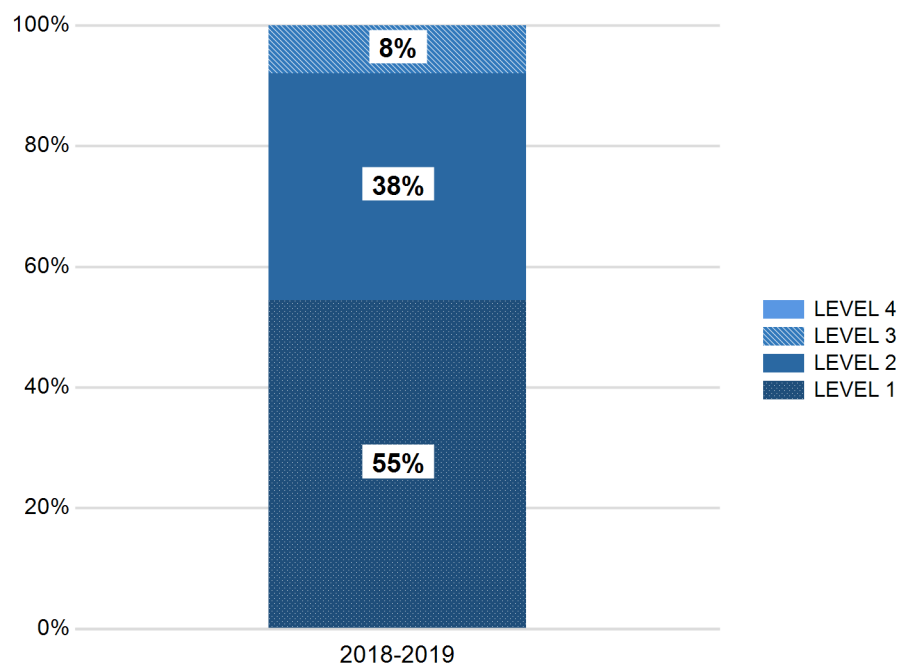Grades Offered: KG-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	20	765	722	744	0%	*	*	*	*	80%	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	*	*	717	728	*	*	*	*	*	*	24%
Black or African American	N	N	713	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	10	753	720	745	0%	*	*	*	*	70%	44%
Male	10	776	725	743	0%	*	*	*	*	90%	41%
Economically Disadvantaged Students	20	765	722	727	0%	*	*	*	*	80%	23%
Non-Economically Disadvantaged Students	N	N	723	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	20	765	727	748	0%	*	*	*	*	80%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	20	765	724	745	0%	*	*	*	*	80%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
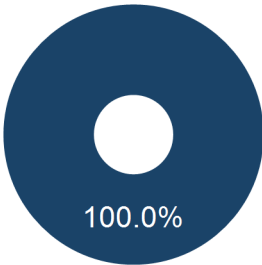(01-0110-060)
Grades Offered: KG-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	36.5%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	85	88.2%	11.8%
3-4	79	*	*
5 or more	43	72.1%	27.9%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	41	8	2
White	N	N	N	N
Hispanic	59	38	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	54	38	8	0
Male	44	44	8	4
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	74	26	0	0
Non-English Learners	34	50	13	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

Legend:
- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

Chart values (2018-2019): 8%, 38%, 55%

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	38	8	0
White	N	N	N	N
Hispanic	61	32	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	48	0	0
Male	57	29	14	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

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2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	72
7	0	0	75
8	20	0	46
Total	20	0	193

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	72
7	0	0	0	0	0	0	75
8	0	0	0	0	0	0	66
Total	0	0	0	0	0	0	213

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

School: 100.0%

State: 90.9%

Students enrolled in one or more classes by discipline:

MUSIC
School: 100.0%
State: 65.1%

DANCE
School: 0.0%
State: 2.2%

DRAMA
School: 0.0%
State: 7.1%

VISUAL ARTS
School: 100.0%
State: 70.0%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
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2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	45	7.9	9.0	Met
White	*	*	**	**
Hispanic	35	8.7	9.0	Met
Black or African American	3	16.7	**	**
Asian, Native Hawaiian, or Pacific	6	4.3	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	7.4		
Male	23	8.5		
Economically Disadvantaged Students	44	7.9	9.0	Met
Students with Disabilities	11	12.5	9.0	Not Met
English Learners	14	6.1	9.0	Met
Homeless Students	0	0		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

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Chronic Absenteeism by Grade

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

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.69

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	10		10

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	49	9.2%
Any Suspension	49	9.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
198

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

Report Key:
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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	15.3	12.1
Average years experience in district	15.1	10.8
Percentage of Teachers with 4 or more years experience in the district	94.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	10:1
Students to Administrators	267:1	219:1
Teachers to Administrators	26:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.5%	70.6%	50.0%	48.4%	77.1%	54.9%
Male	45.5%	29.4%	50.0%	51.6%	22.9%	45.1%
White	0.7%	54.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	70.8%	17.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.1%	23.5%	50.0%	15.0%	6.6%	13.9%
Asian	22.7%	3.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.9%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 69%
Admin N/A

Master's Degree

Teacher 29%
Admin 100%

Doctoral Degree

Teacher 2%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.8%

Texas Avenue School
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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	25.9%	30.5%	30.2%
Math Proficiency	34.3%	28.3%	25.3%
ELA Growth	36	48	44
Math Growth	58	52	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		35.6%	36.5%
Chronic Absenteeism	11.1%	7.6%	7.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Texas Avenue School

(01-0110-060)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Met Standard	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School
(01-0110-060)
Grades Offered: KG-08
2018-2019

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School Narrative

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

Highlights:	• NJEA's Families and Schools Together Work for Children (FAST) grant program encourages family involvement. • Center for Talented Youth (CTY) is available for middle school students. 75% of students who took SATs qualified for CTY • Academic After School Programs, Saturday School STEM/PLTW, SES Tutoring, Mindfulness Program, Yoga, EPA Energy Star Award, Multimedia Center Hub for Audio & Visual Learning, and a School Play.
Mission, Vision, Theme:	Texas Avenue's Mission is to develop students with active and creative minds, a sense of compassion for others, and the courage to act on their beliefs. We guide and motivate intellectual and emotional growth while developing responsible and informed citizenship by providing a diverse curriculum in preparation for global leadership. With that goal in mind, we promote academic excellence, creative thinking, problem solving, mutual respect, and ethical understanding. Motto: Believe & Achieve
Awards, Recognition, Accomplishments:	Texas has been recognized as Atlantic County's home for Johns Hopkins Center for Talented Youth. The school also received the AltantiCare Healthy Educator Award, Community Partnerships with Tropicana, Food Bank, and Rainforest Cafe. Our school is rich with technology, students have access to Chromebooks, Ipads, and Desktops. Texas Avenue School is piloting "All Hands on Deck" period to target student fluency, social, emotional well-being, and giving student's choice as part of College and Career Readiness.

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Courses, Curriculum, Instruction:	Pearson Math, Literacy Collaborative Framework, Project Lead the Way (supplemental Science), Gifted & Talented, English as a Second Language (ESL), Basic Skills Instruction (BSI), Reading Recovery, Leveled Literacy Intervention (LLI), Google Classrooms (G Suite), Compass Learning, Learning.com, BrainPOP Suite, Middle School Algebra Program, Junior SAT Program, Scholastic Reading Inventory, Accelerated Reader, Middle School Student Bi-lingual program targeting Math and English Language Arts.
Clubs and Activities:	Garden Club, Morning Yoga, Karate Club, Performing Arts Band, National Honor Society for Middle School Students, Student Government & Leadership Advisory Club, Peer Liaison Advisory Club, Mock Trial Debate Team, TV Production, Yearbook Club, Instrumental Club/Band, Basketball Club 3-5

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2018-2019

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Before and After School Programs:	STEM (Math and ELA), Responsible Thinking, Visual and Performing Arts, After School Extended Learning Academy, Parent Technology Support Group (PTSG), Mindfulness
Staff and Professional Learning:	Full day professional development, Math cohort, Sheltered Instruction Observation Protocol (SIOP) cohort, District Literacy cohorts, Grade Level and individual Math and Literacy Coaching sessions, Professional Learning Communities (PLCs), staff can also request the opportunity to attend outside professional development (for ex: ETTC--Educational Technology Training Center), ACEA (Atlantic City Education Association) professional workshops

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School Narrative

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Student Supports and Services:	English as a Second Language (ESL), Basic Skills Instruction (BSI), Special Services, Intervention & Referral Services (I&RS), Speech Services, After School Programs, Saturday School, Reading Recovery, Leveled Literacy Intervention (LLI), Tutoring Services, Title I & Title III After-School programs for Reading/Writing/Math, Bilingual/ESL and Math and a rigorous Title I summer school program.
Student Health and Wellness:	Breakfast and Lunch are served daily, dinner is served daily during the After School Program, AtlantiCare Food Corps Program, AtlantiCare Healthy Schools/Healthy Children, Rutgers Extension Program
Parent and Community Involvement:	Parent Advisory Council (PAC) meetings monthly, Dads Take Your Child to School Day, Open House Night, Report Card Conferences, Assembly Programs, Parent Technology Support, Class DoJo & Remind Parent Communication Tool.

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All stakeholders have the opportunity to complete a School Climate Survey at the end of each school year. Survey data is used to develop the School Improvement Plan and set SMART goals for the school.
Facilities:	Texas Avenue School was built in 1911 and is the center of our multicultural and diverse community. There are 26 classrooms, 1 Gymnasium, 1 Auditorium, 1 Media/Technology Center, 1 Main Office (Principal), 1 Nurse's Station, 1 Vice Principal Office, and 1 Guidance Office.
School Safety:	There are 3 Safety Officers (1 per floor), Exterior and Interior Cameras, Raptor Technologies School Safety System

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Technology and STEM:	We offer PLTW, Sphero Robotics, Google Classroom, STEM Connections, IPADs, Nearing one to one student technology/computers per classroom.

NJ SCHOOL PERFORMANCE REPORT

Texas Avenue School

(01-0110-060)

Grades Offered: KG-08

2018-2019

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 the school or district directly.

Other Information	Strict uniform policy requires students to wear khaki pants/blue shirt or blue pants/white shirt daily. Hoodies are strictly prohibited. Staff, Parents and Students are provided a handbook with detailed information about Texas Avenue School.

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Dr. Ananda Davis
Address	323 Madison Avenue Atlantic City, NJ 08401-5417
Phone Number	609-344-8809
Email Address	adavis@acboe.org
Website	https://www.acboe.org/upt
Facebook	https://www.facebook.com/AtlanticCityPublicSchools
Twitter	https://twitter.com/ACPublicSchools

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	55	55	51
KG	71	84	54
1	57	68	68
2	65	46	65
3	59	63	44
4	51	61	55
5	59	46	56
6	51	57	46
7	61	46	59
8	72	57	42
Total	601	583	540

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.6%	46.5%	48.1%
Male	52.4%	53.5%	51.9%
Economically Disadvantaged Students	97.5%	98.1%	98.1%
Students with Disabilities	12.6%	13.0%	13.9%
English Learners	5.5%	7.0%	8.1%
Homeless Students	2.3%	2.7%	1.9%
Students in Foster Care	1.0%	0.5%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	0.8%	0.7%	0.4%
Hispanic	30.1%	33.3%	39.4%
Black or African American	65.6%	62.4%	57.2%
Asian	2.2%	1.9%	1.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.2%	1.5%	1.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	55	55	51
KG - Half Day	0	0	0
KG - Full Day	71	84	54

Enrollment by Home Language

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

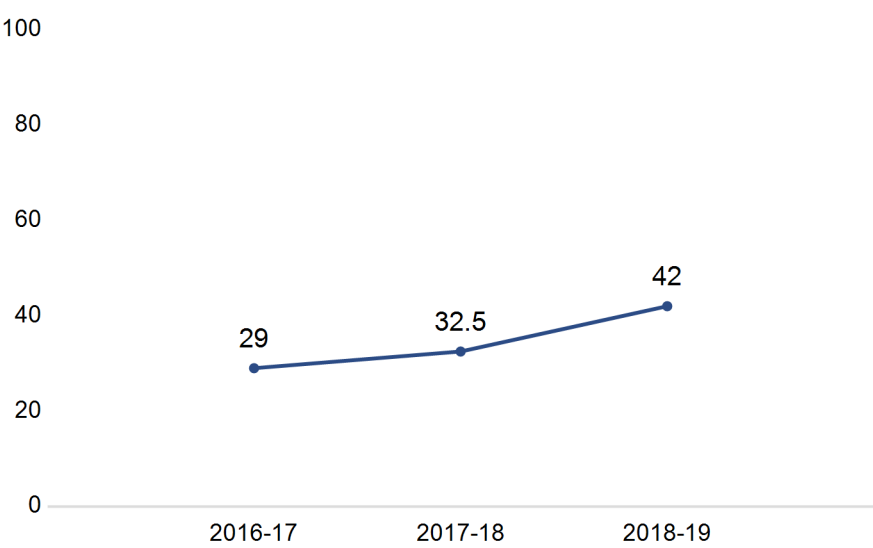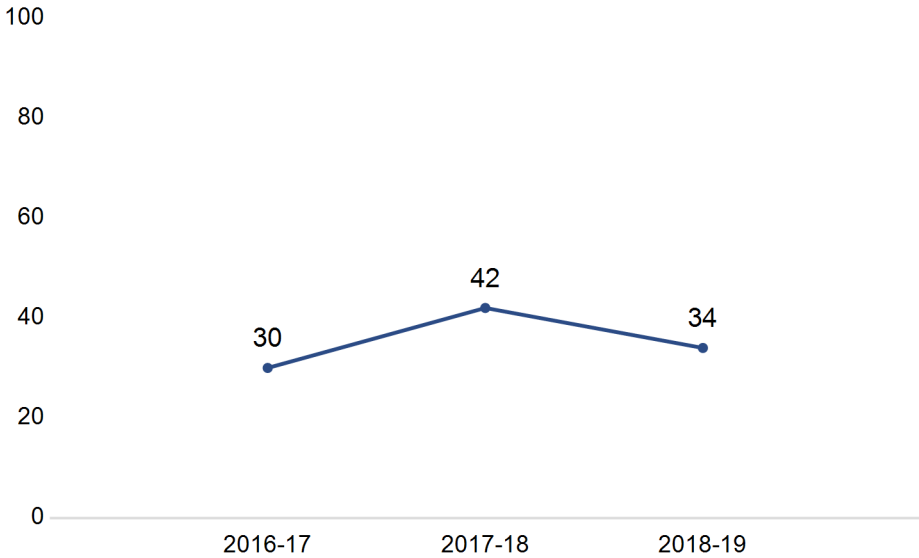| Home Language	% of Students
English	80.6%
Spanish	18.7%
Other Languages	0.7%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

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

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile

29, 32.5, 42 (2016-17, 2017-18, 2018-19)

Math Median Student Growth Percentile

30, 42, 34 (2016-17, 2017-18, 2018-19)

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	29	32.5	42	30	42	34
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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(01-0110-080)

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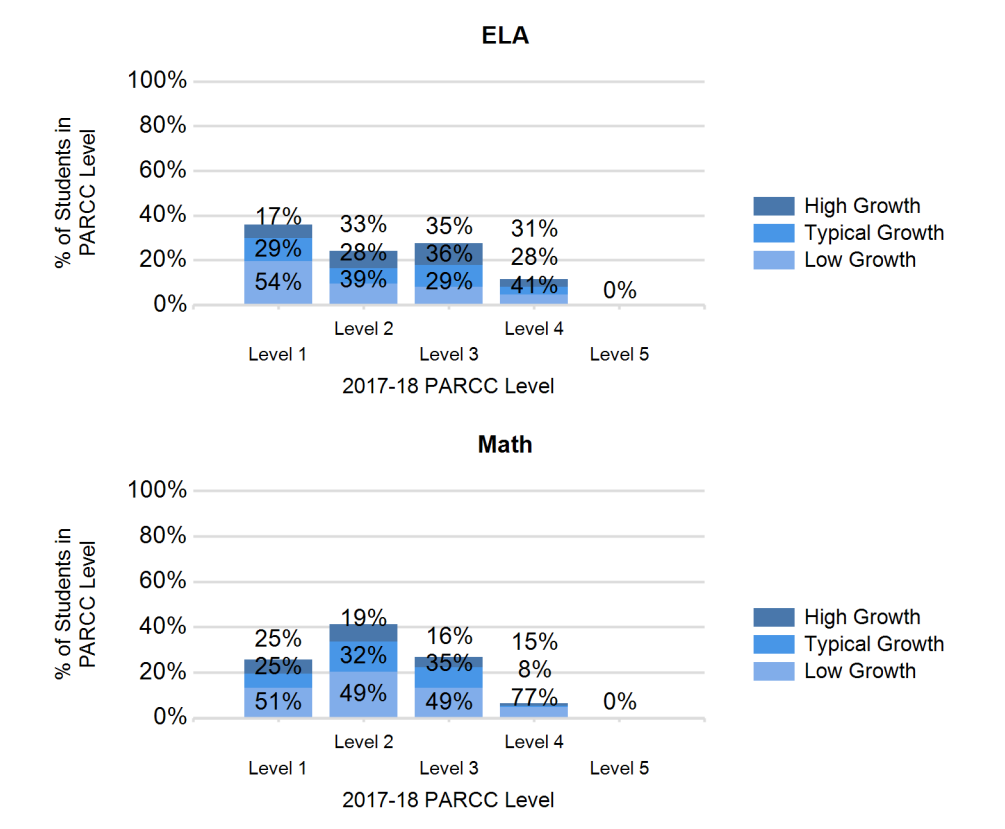* **†** This indicates a table specific note, see note below table

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

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

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

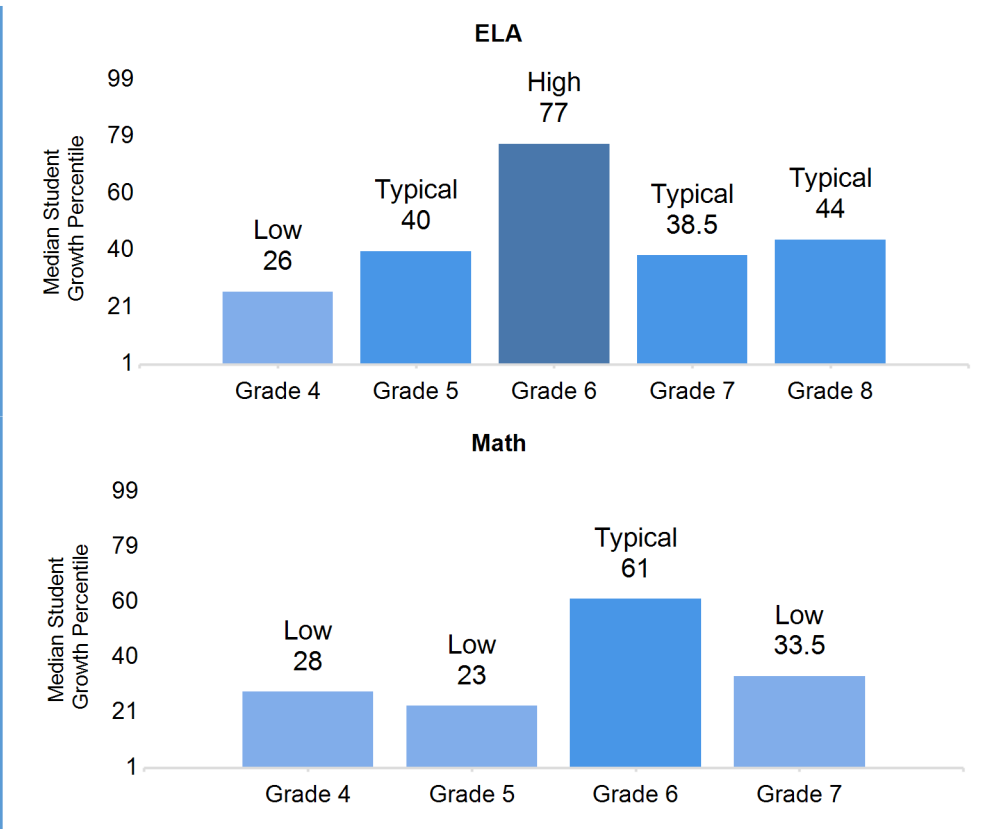## Student Growth

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

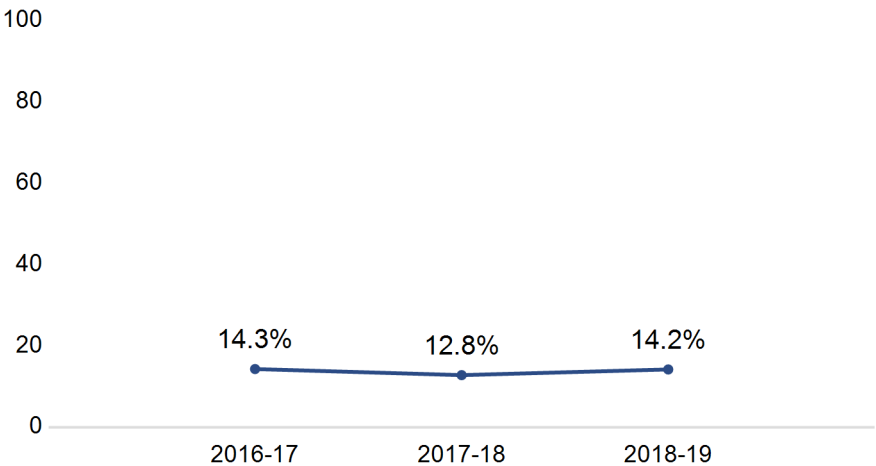| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	49	50	Met Standard	34	45	50	Not Met
White	*	50.5	50	**	*	44	52	**
Hispanic	36.5	50	49	Not Met	29	45	47	Not Met
Black or African American	43	44	45	Met Standard	37.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	51.5	49	**	*	42	52	**
Female	48	52	53	N	36	46	50	N
Male	35	46	47	N	33	44.5	51	N
Economically Disadvantaged Students	41.5	49	48	Met Standard	35	45	46	Not Met
Students with Disabilities	31	36	43	Not Met	28	36	45	Not Met
English Learners	31	49	52	Not Met	34	49	50	Not Met
Homeless Students	*	48.5	43	N	*	42	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
(01-0110-080)
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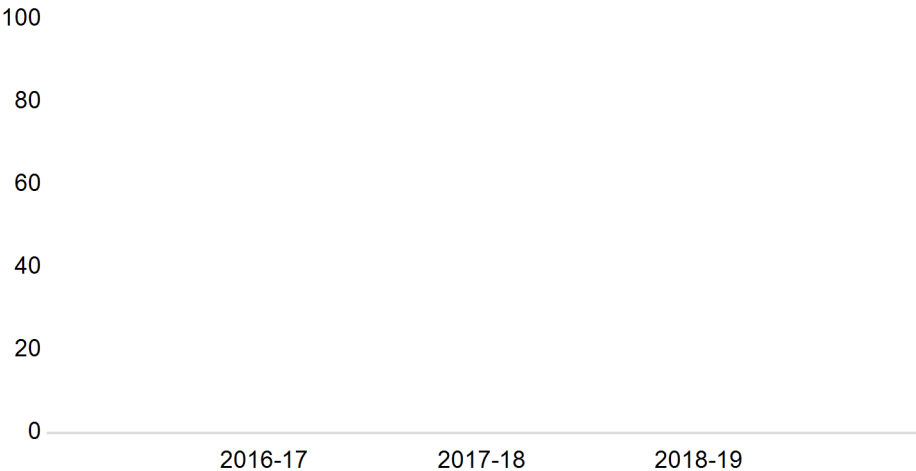† This indicates a table specific note, see note below table

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

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

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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

Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	54%	29%	17%
Level 2	39%	28%	33%
Level 3	29%	36%	35%
Level 4	41%	28%	31%
Level 5	0%		

Math

2017-18 PARCC Level	Low Growth	Typical Growth	High Growth
Level 1	51%	25%	25%
Level 2	49%	32%	19%
Level 3	49%	35%	16%
Level 4	77%	8%	15%
Level 5	0%		

Student Growth by Grade

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

ELA

Grade	Median Student Growth Percentile	
Grade 4	Low	26
Grade 5	Typical	40
Grade 6	High	77
Grade 7	Typical	38.5
Grade 8	Typical	44

Math

Grade	Median Student Growth Percentile	
Grade 4	Low	28
Grade 5	Low	23
Grade 6	Typical	61
Grade 7	Low	33.5

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

English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

2016-17: 14.3% 2017-18: 12.8% 2018-19: 14.2%

Math Proficiency Rate for Federal Accountability

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.4%	99.0%	99.7%	99.7%	99.4%
Proficiency Rate for Federal Accountability	14.3%	12.8%	14.2%	*	*	*
Annual Target	22.3%	25.4%	28.4%	14.4%	17.8%	21.3%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
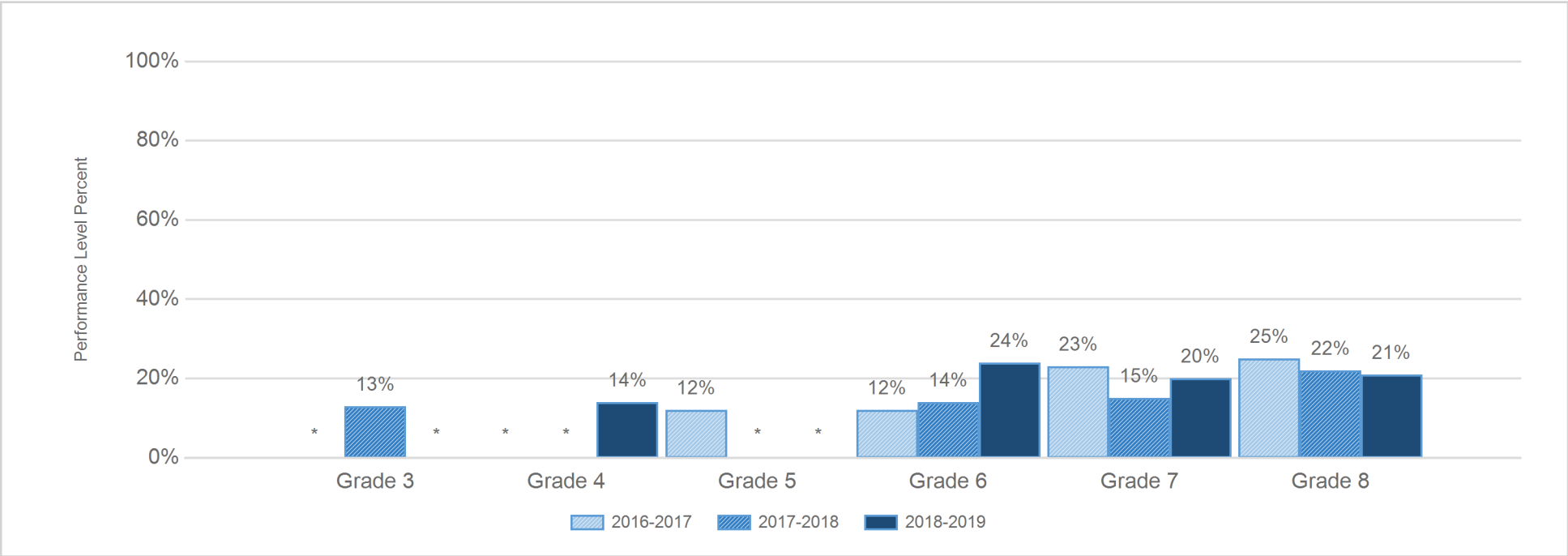
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NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	303	99.0	14.2	32.7	57.9	14.2	28.4	Not Met
White	*	*	*	44.7	66.9	*	**	**
Hispanic	102	99.0	13.7	27.8	43.9	13.7	28	Not Met
Black or African American	187	99.0	14.4	20.0	38.5	14.4	26.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.2	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	143	99.3	*	*	64.8	*		
Male	160	98.8	*	*	51.3	*		
Economically Disadvantaged Students	280	99.3	13.9	*	40.0	13.9	28.2	Not Met
Non-Economically Disadvantaged Students	23	95.8	17.4	*	67.9	17.4		
Students with Disabilities	62	100.0	*	*	22.7	*	16.2	Not Met
Students without Disabilities	241	98.8	*	*	65.1	*		
English Learners	39	100.0	10.3	*	29.3	10.3	22.4	Not Met
Non-English Learners	264	98.9	14.8	*	60.6	14.8		
Homeless Students	*	*	*	13.9	29.1	*		
Students In Foster Care	*	*	*	20.0	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Uptown School Complex

(01-0110-080)

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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	698	725	748	*	*	*	*	*	*	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	21	700	721	734	62%	*	*	*	*	14%	36%
Black or African American	21	698	714	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	18	696	727	753	*	*	*	*	*	*	55%
Male	29	700	723	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	723	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	694	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	729	754	*	*	*	*	*	*	56%
English Learners	*	*	720	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	727	751	*	*	*	*	*	*	54%
Homeless Students	N	N	704	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	709	734	755	43%	23%	20%	*	*	14%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	18	696	732	743	67%	*	*	*	*	11%	44%
Black or African American	35	713	723	739	34%	29%	*	*	*	14%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	736	762	*	*	*	*	*	*	64%
Female	26	721	742	760	*	*	*	*	*	19%	62%
Male	30	699	726	750	*	*	*	*	*	10%	53%
Economically Disadvantaged Students	*	*	733	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	696	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	761	*	*	*	*	*	*	64%
English Learners	*	*	726	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

Uptown School Complex

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	709	728	756	*	*	*	*	*	*	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	727	743	*	*	*	*	*	*	44%
Black or African American	36	709	717	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	766	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	27	710	730	761	*	*	*	*	*	*	64%
Male	31	708	727	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	728	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	734	766	*	*	*	*	*	*	69%
Students with Disabilities	14	688	698	724	*	*	*	*	*	*	23%
Students without Disabilities	44	716	736	762	*	*	*	*	*	*	65%
English Learners	*	*	714	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	731	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

Uptown School Complex

(01-0110-080)

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	727	737	754	26%	*	41%	*	*	24%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	13	731	*	743	*	*	*	*	*	23%	43%
Black or African American	30	723	721	738	33%	*	37%	*	*	23%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	27	736	745	762	*	*	*	*	*	33%	64%
Male	19	714	729	748	*	*	*	*	*	11%	48%
Economically Disadvantaged Students	*	*	736	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	751	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	710	710	*	*	*	*	*	*	*
Non-English Learners	*	*	738	756	*	*	*	*	*	*	*
Homeless Students	*	*	719	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

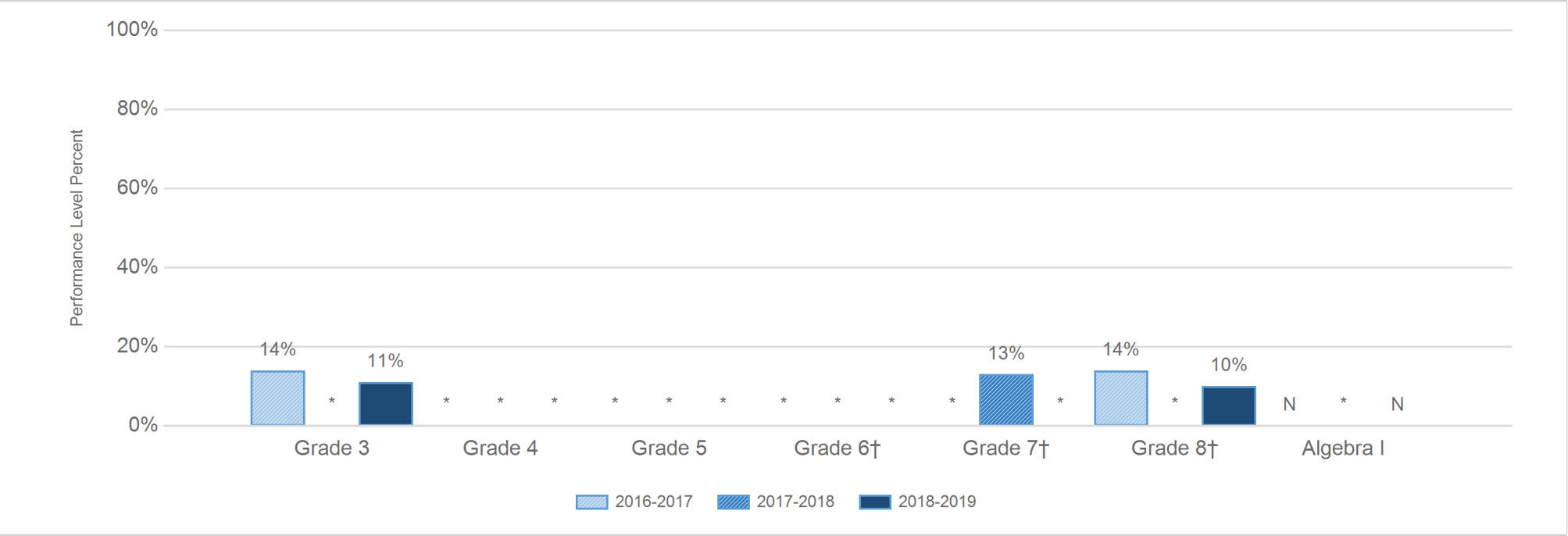| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	716	738	761	33%	27%	20%	*	*	20%	63%
White	*	*	745	769	*	*	*	*	*	*	72%
Hispanic	13	716	733	747	*	0%	*	*	*	31%	50%
Black or African American	40	715	725	741	28%	35%	*	*	*	15%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	28	724	745	769	*	*	*	*	*	25%	71%
Male	27	708	730	753	*	*	*	*	*	15%	55%
Economically Disadvantaged Students	*	*	737	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	747	771	*	*	*	*	*	*	73%
Students with Disabilities	14	675	695	720	*	*	*	*	*	*	22%
Students without Disabilities	41	731	747	769	*	*	*	*	*	*	71%
English Learners	*	*	699	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	740	763	*	*	*	*	*	*	65%
Homeless Students	*	*	728	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
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Grades Offered: PK-08
2018-2019

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 * Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	48	720	734	762	31%	23%	25%	21%	0%	21%	63%
White	N	N	*	770	N	N	N	N	N	N	72%
Hispanic	18	710	736	747	*	*	*	*	*	*	49%
Black or African American	28	725	721	741	*	*	*	*	*	29%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	22	732	740	771	*	*	*	*	*	32%	71%
Male	26	709	728	753	*	*	*	*	*	12%	55%
Economically Disadvantaged Students	*	*	734	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	734	772	*	*	*	*	*	*	72%
Students with Disabilities	10	698	704	721	*	*	*	*	*	*	22%
Students without Disabilities	38	725	740	770	*	*	*	*	*	*	71%
English Learners	*	*	704	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	736	764	*	*	*	*	*	*	65%
Homeless Students	*	*	715	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our 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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	305	99.4	*	*	44.5	*	21.3	Not Met
White	*	*	*	23.8	54.1	*	**	**
Hispanic	103	99.1	*	17.5	28.8	*	20.6	Not Met
Black or African American	188	99.5	*	*	23.0	*	19.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	56.6	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	32.0	53.3	*	**	**
Female	144	99.3	*	22.0	44.9	*		
Male	161	99.4	*	21.6	44.2	*		
Economically Disadvantaged Students	281	99.3	*	21.3	26.3	*	20.8	Not Met
Non-Economically Disadvantaged Students	24	100.0	*	26.2	54.9	*		
Students with Disabilities	62	100.0	*	*	17.4	*	13.4	Not Met
Students without Disabilities	243	99.2	*	*	50.0	*		
English Learners	40	100.0	*	23.5	25.0	*	22.4	Not Met
Non-English Learners	265	99.3	*	21.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

Uptown School Complex

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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	707	732	752	47%	21%	21%	*	*	11%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	21	711	729	739	*	*	*	*	*	14%	40%
Black or African American	21	705	723	735	52%	*	*	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	18	696	730	751	*	*	*	*	*	*	54%
Male	29	714	733	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	731	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	746	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	712	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	60%
English Learners	*	*	729	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	733	754	*	*	*	*	*	*	58%
Homeless Students	N	N	724	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	705	727	749	*	*	*	*	*	*	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	18	700	725	737	*	*	*	*	*	*	36%
Black or African American	35	706	716	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	731	754	*	*	*	*	*	*	58%
Female	26	713	732	749	*	*	*	*	*	*	50%
Male	30	697	724	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	728	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	724	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	702	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	731	754	*	*	*	*	*	*	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

Report Key:
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 N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	59	704	722	747	*	*	*	*	*	*	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	37	705	714	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	27	704	720	747	*	*	*	*	*	*	47%
Male	32	705	723	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	721	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	723	757	*	*	*	*	*	*	59%
Students with Disabilities	14	702	712	725	*	*	*	*	*	*	19%
Students without Disabilities	45	705	724	752	*	*	*	*	*	*	52%
English Learners	*	*	711	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	723	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

Report Key:
- ***** Data is not displayed in order to protect student privacy
- ****** Accountability calculations require 20 or more students
- **N** No Data is available to display
- **†** This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	718	725	741	*	*	*	*	*	*	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	13	715	*	729	*	*	*	*	*	*	24%
Black or African American	30	718	711	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	27	720	726	742	*	*	*	*	*	*	42%
Male	19	716	724	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	724	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	743	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	*	*	701	709	*	*	*	*	*	*	*
Non-English Learners	*	*	727	743	*	*	*	*	*	*	*
Homeless Students	*	*	706	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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(01-0110-080)

Grades Offered: PK-08

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* **N** No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	714	728	744	*	*	*	*	*	*	42%
White	*	*	724	751	*	*	*	*	*	*	53%
Hispanic	13	711	725	733	*	*	*	*	*	23%	26%
Black or African American	40	715	718	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	28	715	730	744	*	*	*	*	*	*	42%
Male	27	714	726	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	728	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	729	751	*	*	*	*	*	*	53%
Students with Disabilities	14	690	704	718	*	*	*	*	*	*	13%
Students without Disabilities	41	723	733	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	729	745	*	*	*	*	*	*	44%
Homeless Students	*	*	720	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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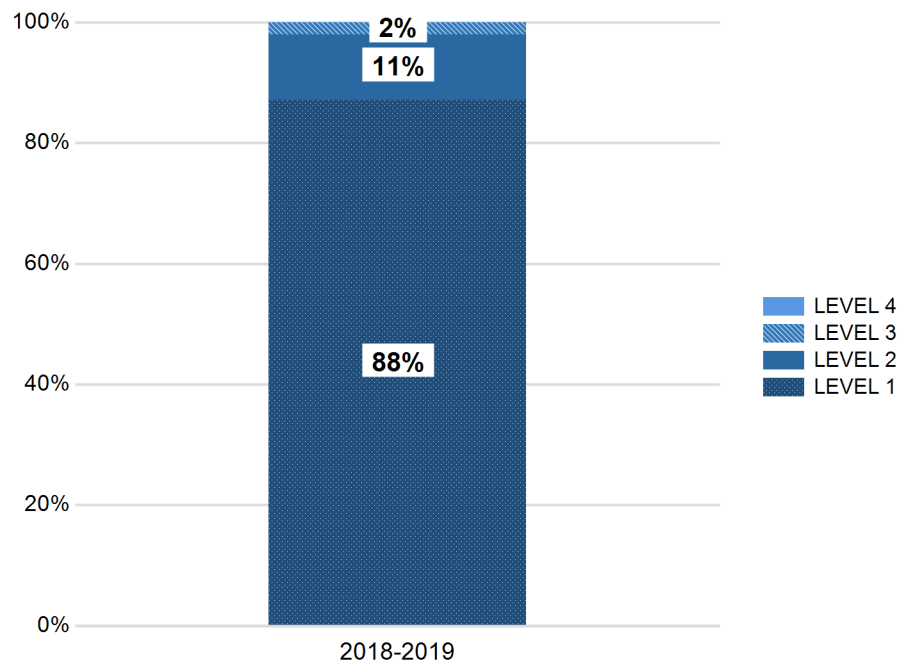
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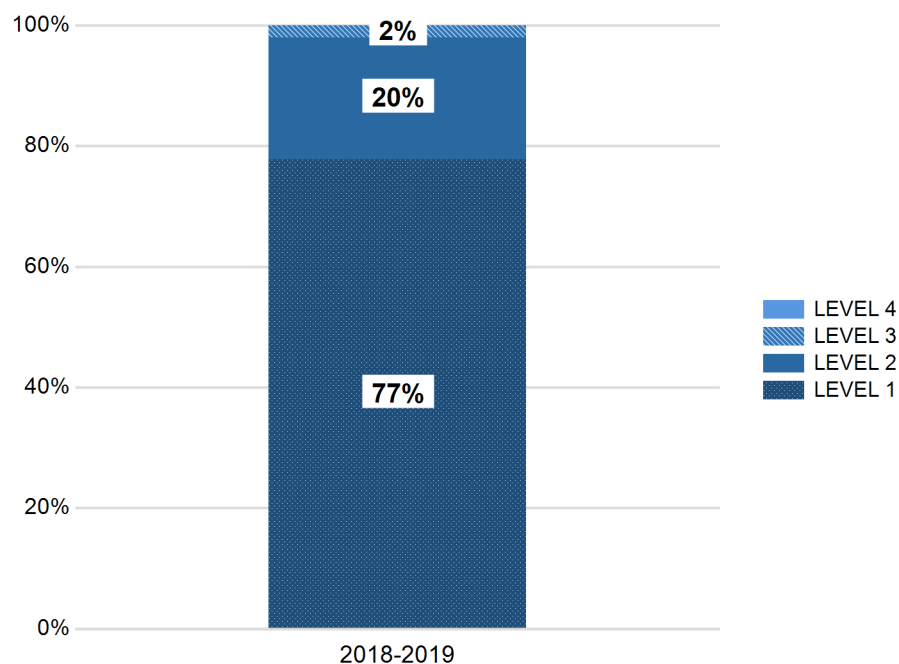Grades Offered: PK-08

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
 † This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	709	714	728	47%	*	27%	*	*	10%	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	19	693	719	722	*	*	*	*	*	*	22%
Black or African American	28	718	704	714	39%	*	36%	*	*	11%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	736	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	*	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	23	710	716	731	*	*	*	*	*	*	31%
Male	26	708	712	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	714	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	715	735	*	*	*	*	*	*	36%
Students with Disabilities	10	680	694	707	*	*	*	*	*	*	10%
Students without Disabilities	39	716	719	734	*	*	*	*	*	*	35%
English Learners	*	*	706	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	715	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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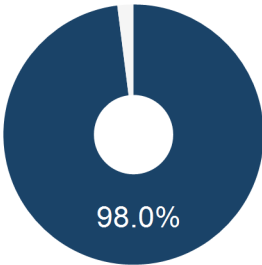Grades Offered: PK-08

2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
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 N No Data is available to display
 † This indicates a table specific note, see note below table

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

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	N	N	722	744	N	N	N	N	N	N	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	717	728	N	N	N	N	N	N	24%
Black or African American	N	N	713	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	720	745	N	N	N	N	N	N	44%
Male	N	N	725	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	722	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	723	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	727	748	N	N	N	N	N	N	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	N	N	724	745	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
(01-0110-080)
Grades Offered: PK-08
2018-2019

Report Key:
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.9%	40.9%	Met Target

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	*	*
3-4	14	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
(01-0110-080)
Grades Offered: PK-08
2018-2019

The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

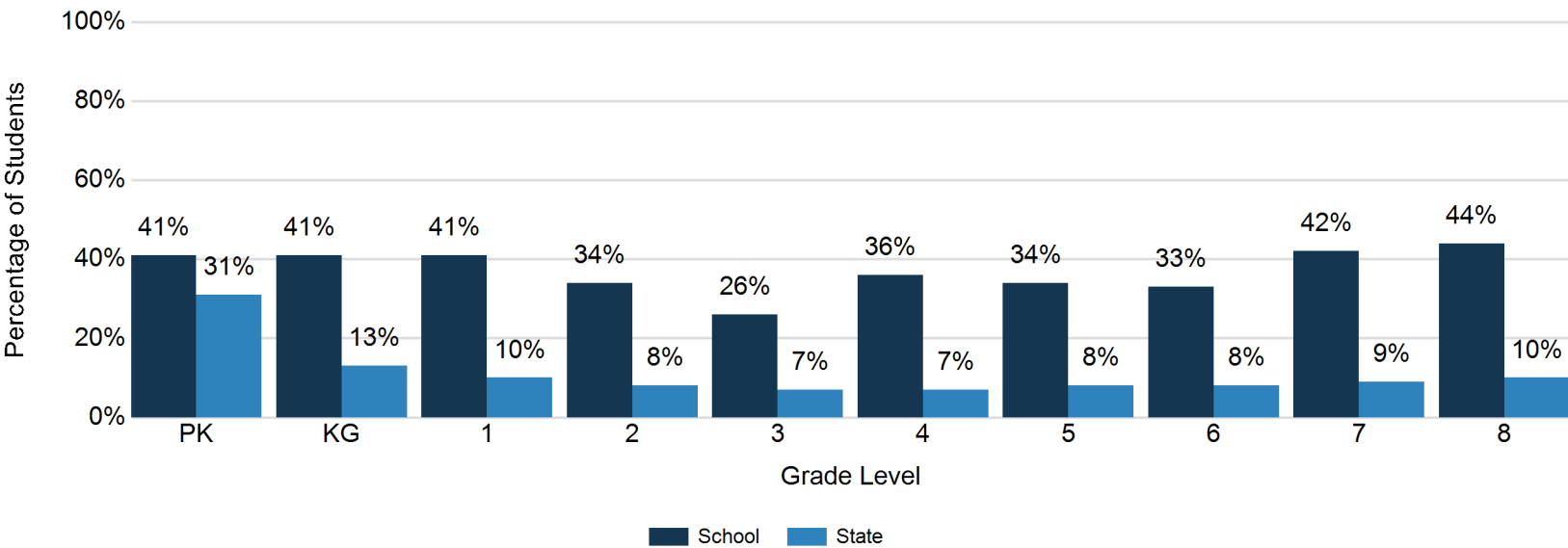| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	88	11	2	0
White	N	N	N	N
Hispanic	79	21	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	88	8	4	0
Male	87	13	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
(01-0110-080)
Grades Offered: PK-08
2018-2019

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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.

NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	77	20	2	0
White	N	N	N	N
Hispanic	87	13	0	0
Black or African American	74	22	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	80	20	0	0
Male	75	21	4	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	46
7	0	0	59
8	0	0	42
Total	0	0	147

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	44
7	0	0	0	0	0	0	58
8	0	0	0	0	0	0	42
Total	0	0	0	0	0	0	144

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

School: 98.0%
State: 90.9%

Students enrolled in one or more classes by discipline:

MUSIC	School	98.0%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	93.2%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
(01-0110-080)
Grades Offered: PK-08
2018-2019

Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	184	36.9	9.0	Not Met
White	*	*	**	**
Hispanic	76	39.4	9.0	Not Met
Black or African American	103	35.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	90	37.5		
Male	94	36.4		
Economically Disadvantaged Students	179	36.7	9.0	Not Met
Students with Disabilities	41	47.7	9.0	Not Met
English Learners	5	12.2	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	41%	31%
KG	41%	13%
1	41%	10%
2	34%	8%
3	26%	7%
4	36%	7%
5	34%	8%
6	33%	8%
7	42%	9%
8	44%	10%

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	37
Weapons	5
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	46
Incidents Per 100 Students Enrolled	8.52

Police Notifications

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

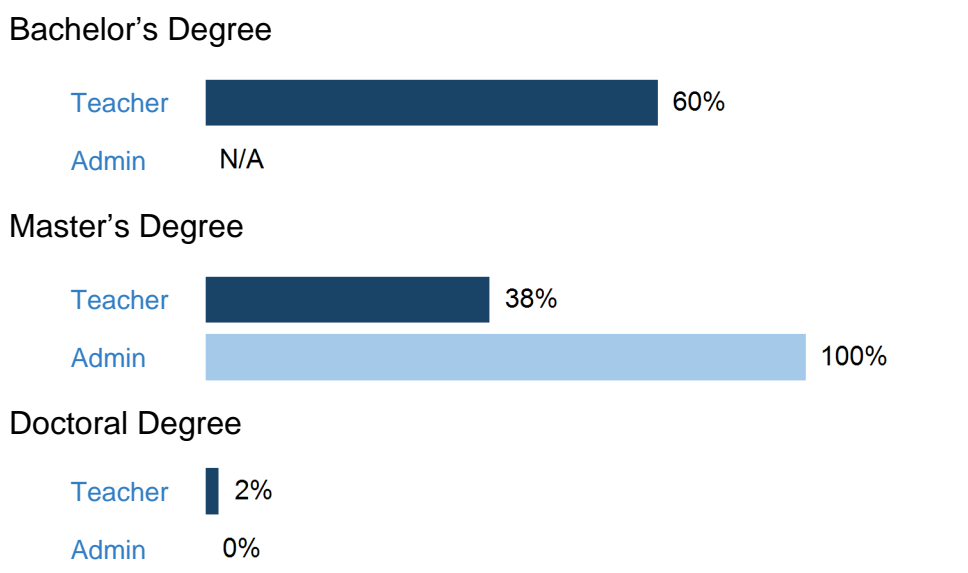| Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Uptown School Complex
(01-0110-080)
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2018-2019

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	1	1
Disability	2	0	2
Other	5	0	5
No Identified Nature	8		8

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26	4.8%
Out-of-School Suspensions	43	8.0%
Any Suspension	53	9.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
153

Uptown School Complex
(01-0110-080)
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2018-2019

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School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

Uptown School Complex
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2018-2019

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	79.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	10:1
Students to Administrators	270:1	219:1
Teachers to Administrators	29:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	74.1%	100.0%	48.4%	77.1%	54.9%
Male	51.9%	25.9%	0.0%	51.6%	22.9%	45.1%
White	0.4%	62.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	39.4%	5.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	57.2%	29.3%	100.0%	15.0%	6.6%	13.9%
Asian	1.3%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.5%	1.7%	0.0%	2.1%	0.2%	0.2%

Uptown School Complex

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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 60%

Admin N/A

Master's Degree

Teacher 38%

Admin 100%

Doctoral Degree

Teacher 2%

Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.6%

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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2018-2019

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	Low Performing Student Group (ATSI)

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

Uptown School Complex

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	14.3%	12.8%	14.2%
Math Proficiency	*	*	*
ELA Growth	29	32	42
Math Growth	30	42	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		28.6%	42.9%
Chronic Absenteeism	39.5%	35.0%	36.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

Uptown School Complex

(01-0110-080)

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2018-2019

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

Uptown School Complex
(01-0110-080)
Grades Offered: PK-08
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	No

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

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NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
(01-0110-080)
Grades Offered: PK-08
2018-2019

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 the school or district directly.

Highlights:	• Before and After School Programs - Title I Before and After School Programs are offered Mon-Friday. • Courses, Curriculum, Instruction - District units of study are utilized to integrate standards. • Parent and Community Involvement-Parent Resource Center provides resources through workshops and trainings.
Mission, Vision, Theme:	The vision of the Uptown School Complex is to develop a community of life-long learners by working collaboratively with all stakeholders while promoting a consistent, safe and nurturing environment focused on enhancing student achievement and preparation of students for the global society. School Motto: If You Want To Go Fast, Go Alone. If You Want To Go Far, Go Together."
Awards, Recognition, Accomplishments:	Our school recognizes our students for: Attendance, Report Card Success, Academic Growth, and Character Education. We also recognize our staff for: Teacher of the year, Educational Service Professional of the Year and attendance. In addition, 100 percent of the staff at Uptown School Complex are highly qualified with many having advanced degrees.

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
(01-0110-080)
Grades Offered: PK-08
2018-2019

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Courses, Curriculum, Instruction:	Curriculum: Determined by New Jersey Student Learning Standards; district-wide units of study utilized to implement curriculum and integrate standards. Highlighted Courses: Language Word Study, Reading Workshop, Writing Workshop, Math, Social Studies, Science, and Specials (World Language, Health, Art, Music, Physical Education). Gifted & Talented and Algebra 1 programs for advanced students. Textbooks: Math- Pearson (eBook), Social Studies- Pearson.
Clubs and Activities:	The following clubs offered are: Pre-K Morning Enrichment, 3DU Mentoring, Boys to Men, National Junior Honor Society and STEM Club. Competitions include: District-wide Oratorical Contest, Battle of the Books and Science Fair.

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

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Before and After School Programs:	Title I Before and After School Programs offered are as follows: Pre-K Morning Enrichment, STEM, Visual and Performing Arts (VPA), Extended After School and After School Academy for students ages 3 to 14. Additionally, After-School Recreational Program is offered through Police Athletic League (PAL).
Staff and Professional Learning:	Staff professional learning includes PLC's, and initial and ongoing literacy training and select grade level cohorts in order to develop instructional design, unit development, and data collection and analysis. In addition, Digital Implementation Specialists build staff capacity for digital learning to move towards becoming a Future Ready School. Select staff members received additional training in Sphero, Project Lead The Way including Launch and Gateway STEM programs. Afterschool program staff received i-Ready software training.

Uptown School Complex

(01-0110-080)

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2018-2019

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

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Survey: The annual School Satisfaction survey measures the following dimensions: Collaboration, Environment, Expectations, Instruction, Involvement, Leadership, and Order, and is communicated via a staff meeting. The School Climate Survey results indicated that the highest levels of agreement were: Student Safety and Security: 98.5% staff ranked Very Important 60.87% staff ranked Somewhat/Very Effective; Student Discipline: 93.75% ranked Very Important 47.92% Somewhat/Very Dissatisfied; Student Social and Emotional Support: 87.5% ranked Very Important 46.25% ranked Somewhat/Very Dissatisfied
Facilities:	Uptown School Complex has two floors with a separate gymnasium and in-ground pool. It is equipped with basketball courts, children's playground equipment and a preschool area on its outdoor playground. In addition, the school is equipped with an announcement system that permits the administration to communicate with staff and students outside the building.
School Safety:	Uptown School Complex holds monthly drills. Exit routes have been developed and are posted. Teachers and students are aware of the procedures and follow the procedures per the demands of the drill. Support personnel assist with Preschool, Kindergarten and First grade students to provide additional safety while moving throughout the building. Uptown School Complex is housed with a camera system which provides surveillance in and out of the building. Security officers are strategically housed on every floor of the building to provide security.

NJ SCHOOL PERFORMANCE REPORT

Uptown School Complex
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Technology and STEM:	We believe that digital learning is an essential part of teaching and learning. Through the use of digital tools we provide students with equitable access to technology in order to create personalized learning opportunities. Digital tools are used to support student learning which is scaffolded through differentiation and individualization, as well as competency-based learning to ensure all students attain mastery. To provide a pathway to high school computer science, USC offers an after school STEM program for K-8 students.
Early Childhood Education:	Teachers demonstrate a high-quality level of curriculum implementation with training on Creative Curriculum and GOLD. Parents are informed daily of growth and activities through letters, flyers and informal conversations with teachers.

Uptown School Complex

(01-0110-080)

Grades Offered: PK-08

2018-2019

School Narrative

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Other Information	Other Information includes: School Day Structure: The school day PreK-8 structure is block scheduling determined by subject. School Safety Information: Yearly New Jersey state-mandated safety drills are practiced (i.e. Shelter in Place, Bomb Threat (Evacuation), Active Shooter (Lock down), Test Communication System. Technology: hardware (Chromebooks, Desktop Computers) software (Compass Learning, Reading Inventory, Brain Pop). Committed to becoming a 1:1 school. Communications: School to home communication includes phone, written notices, and website postings. Intervention Programs: Reading Recovery is a highly effective short-term intervention of one-one tutoring for low achieving first graders. Students receive a 30 minute lesson for 12 to 20 weeks with a specially trained teacher. The goal of Reading Recovery is to dramatically reduce the number of first graders who have extreme difficulty learning to read and write. Leveled Literacy Intervention (LLI) is a small group, supplementary intervention designed for children who find reading and writing difficult. The LLI systems have been designed to bring children to grade level. Each lesson is comprised of reading, writing and word work. The goal of the intervention is to bring the children to grade level achievement. READ180 is an intensive reading program for students who are reading below grade level. The program is designed to meet the needs of older struggling readers by providing individualized instruction through teacher-directed lessons, adaptive software, age-appropriate nonfiction and fiction texts, and data-driven differentiation. System 44 Next Generation is designed to offer the most challenged readers and their teachers a comprehensive system for mastering the foundational reading skills and moving students toward independence. It is research based and provides direct instruction in phonics, decoding, reading, and writing skills, and builds comprehension of increasingly complex text.

NJ SCHOOL PERFORMANCE REPORT

Venice Park School
(01-0110-130)
Grades Offered: PK-PK
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Venice Park School
(01-0110-130)
Grades Offered: PK-PK
2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Contact Information

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

Type	Contact Information
County	Atlantic
District	Atlantic City School District
Principal Name	Mrs. Jodi Burroughs
Address	1601 N Penrose Avenue Atlantic City, NJ 08401-1710
Phone Number	609-343-7270
Email Address	jburroughs@acboe.org
Website	https://www.acboe.org/vp
Facebook	https://www.facebook.com/AtlanticCityPublicSchools/
Twitter	https://twitter.com/ACPublicSchools

NJ SCHOOL PERFORMANCE REPORT

Venice Park School
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
PK	97	81	67
Total	97	81	67

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	40.2%	34.6%	26.9%
Male	59.8%	65.4%	73.1%
Economically Disadvantaged Students	93.8%	97.5%	94.0%
Students with Disabilities	50.5%	69.1%	70.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	2.1%	2.5%	1.5%
Students in Foster Care	4.1%	1.2%	1.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	1.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	1.0%	2.5%	3.0%
Hispanic	30.9%	37.0%	34.3%
Black or African American	58.8%	51.9%	52.2%
Asian	6.2%	6.2%	7.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.1%	2.5%	3.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	97	81	67

Enrollment by Home Language

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

Home Language	% of Students
English	79.1%
Spanish	13.4%
Urdu	3.0%
English, Middle (1100-1500)	1.5%
Vietnamese	1.5%
Other Languages	1.5%

NJ SCHOOL PERFORMANCE REPORT

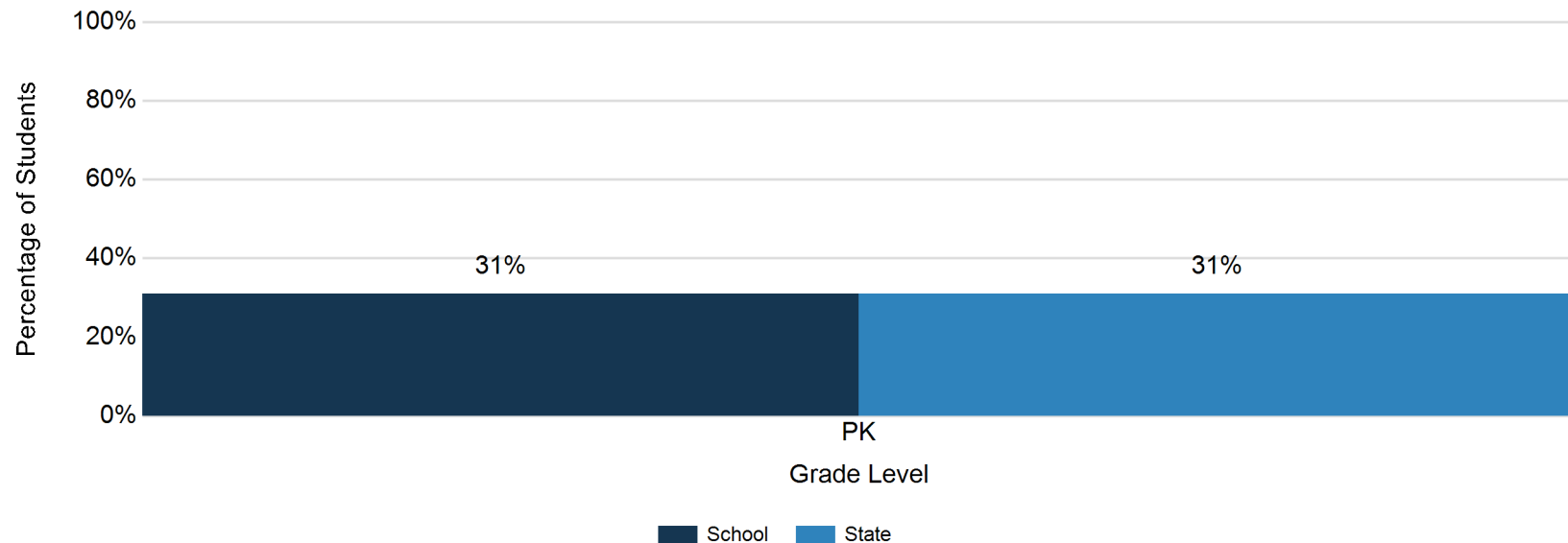**Venice Park School**
(01-0110-130)
Grades Offered: PK-PK
2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Percentage of Students (y-axis: 0%, 50%, 100%)

Number of Absences	0	1-5	6-10	11-15	Over 15
	0%	0%	0%	0%	0%

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Venice Park School

(01-0110-130)

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2018-2019

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Chronic Absenteeism by Grade

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

Chart: Percentage of Students vs Grade Level (PK). School: 31%, State: 31%.

Legend: School, State

Venice Park School
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Venice Park School
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NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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

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Venice Park School
(01-0110-130)
Grades Offered: PK-PK
2018-2019

School Day

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

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

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N

NJ SCHOOL PERFORMANCE REPORT

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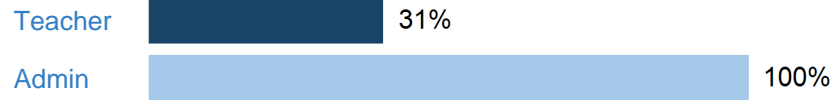
Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	16	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	10.9	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	31	9,530
Average years experience in public schools	18.8	16.0
Average years experience in district	18.6	12.0
Percentage of Administrators with 4 or more years experience in the district	90.3%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	4:1	10:1
Students to Administrators	34:1	219:1
Teachers to Administrators	8:1	21:1
Students to Librarians/Media Specialists		1132:1
Students to Nurses		617:1
Students to Counselors		323:1
Students to Child Study Team Members		522:1

Venice Park School
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Grades Offered: PK-PK
2018-2019

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

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	26.9%	81.3%	100.0%	48.4%	77.1%	54.9%
Male	73.1%	18.8%	0.0%	51.6%	22.9%	45.1%
White	3.0%	62.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	34.3%	18.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	52.2%	18.8%	100.0%	15.0%	6.6%	13.9%
Asian	7.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 69%
Admin N/A

Master's Degree

Teacher 31%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	93.5%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	91.0%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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

	Highlights:	• Establishment of Community PIRT Team • Classrooms and playgrounds renovated and gardens started through grant funding • Strategies Gold/ Creative Curriculum infused into Preschool Disabled Classrooms
	Mission, Vision, Theme:	The mission of the Venice Park School is to provide a safe, nurturing learning environment that introduces children to school and fosters a student centered education to all preschool children, preparing them for continued learning in the elementary school and beyond. This is accomplished within a quiet community and has only eight classrooms with general and special needs students.
	Awards, Recognition, Accomplishments:	The Venice Park School was recognized and named a recipient of the New Jersey Agricultural Garden Grant Award and the Education Association FAST grant. We have an excellent staff of compassionate educators.

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Courses, Curriculum, Instruction:	The Preschool teachers utilize the Strategies Gold Curriculum and they are supported by PreK Coaches. They have access to the latest materials and supplies. The district Director ensures that all staff has every available resource of the successful implementation of programming.

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Before and After School Programs:	Venice Park School offers a Title I Before and After school initiative for students which are designed to enhance learning. District Title and Grant funding allow for all students have access to programs.
Staff and Professional Learning:	The Preschool teachers and paraprofessionals at the school receive monthly professional meetings as well as job imbedded professional development and support. PSD teachers have monthly meetings highlighting wraparound services available for students with disabilities.

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Student Supports and Services:	Through general education and Preschool Disabled specialized programming, Venice Park teachers support the efforts and meet the diverse learning needs of all students . Students receive related services such as speech, physical therapy, occupational therapy, and/or counseling, as needed. The PreK department has assembled a PIRT team to provide early intervention and possible referrals.
Student Health and Wellness:	Venice Park School offers breakfast and lunch programs for all students, and a dinner program for students attending the after school program. The Garden Grant has a healthy school component, where healthy eating and lifestyles for families is encouraged.
Parent and Community Involvement:	Our PreK students have monthly meetings with parents and stakeholders. Parents are fully involved in activities sponsored by FAST grant funding. Such funding has allowed for students to have field day, career days, as well as PreK stepping up. A local motorcycle club sponsors a Fun Day each year for students.

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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey includes responses from teachers, parents, support personnel, and community members. Our school survey demonstrates that there is growth in areas of climate and culture as well as leadership and development.

Facilities:

Venice Park School is a one story brick building with four classrooms and four classrooms in portable modules . Though it has no computer lab, classrooms are equipped with desktops and Ipads for students' use of technology.

School Safety:

Venice Park School holds monthly fire and safety drills. Students and staff practice safety precautions that allow for all to exit the facilities safely.

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Grades Offered: PK-PK

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Early Childhood Education:

Venice Park School houses six (6) PK classes all of which engage in learning utilizing Creative Curriculum and Strategies Gold. Four of those classes are designated as Preschool Disabled and two are general education classes. Parents are supported by the Early Childhood and the Special Education departments as well as by the school administration. There are multiple opportunities for parents to engage in activities with their children as well as with other parents and community members at the school.