NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	NORTH BERGEN TWP
Principal Name	MRS. GARCIA
Address	7407 HUDSON AVE NORTH BERGEN, NJ 07047-5607
Phone Number	(201)295-2900
Email Address	TGARCIA@NORTHBERGEN.K12.NJ.US
Website	https://fulton.northbergen.k12.nj.us
Facebook	https://www.facebook.com/robertfultonwildcats

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years.

Grade	2015-16	2016-17	2017-18
KG	27	28	25
1	147	166	145
2	175	155	153
3	156	168	158
4	155	153	164
5	148	125	124
6	155	154	155
7	167	159	151
8	152	173	165
Total	1,282	1,281	1,240

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	48.8%	48.1%	48.7%
Male	51.2%	51.9%	51.3%
Economically Disadvantaged Students	70.6%	68.1%	67.8%
Students with Disabilities	9.1%	10.5%	11.4%
English Learners	22.5%	20.0%	20.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.5%	0.2%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	9.8%	8.7%	9.3%
Hispanic	86.8%	88.1%	86.8%
Black or African American	0.9%	0.7%	1.1%
Asian	2.3%	2.1%	2.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.3%	0.3%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	27	28	25

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	48.3%
Spanish	47.6%
Arabic	2.3%
Other Languages	1.8%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	45	50	Met Standard	50.5	53	50	Met Standard
White	46.5	42	50	Met Standard	47.5	47	51	Met Standard
Hispanic	46.5	45	49	Met Standard	51	53	48	Met Standard
Black or African American	*	48	44	**	*	45	44	**
Asian, Native Hawaiian, or Pacific Islander	41.5	47	61	**	46	63	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	42.5	43	48	Met Standard	50.5	52	47	Met Standard
Students with Disabilities	35	35	41	Not Met	44	47	43	Met Standard
English Learners	51	49	54	Met Standard	46	53	51	Met Standard

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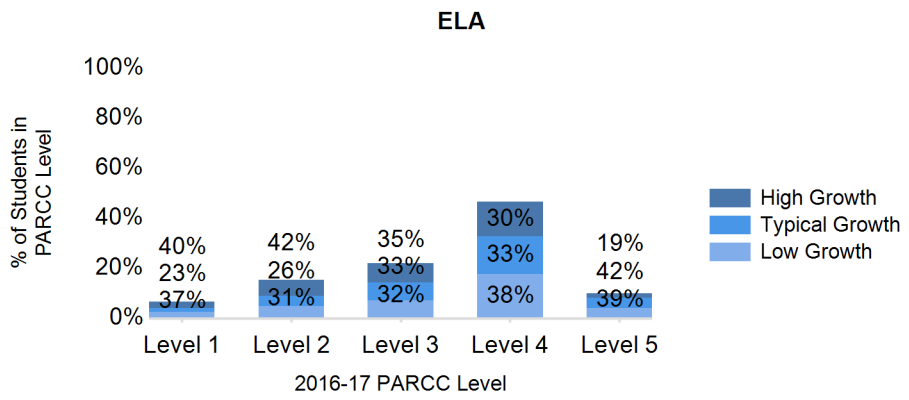
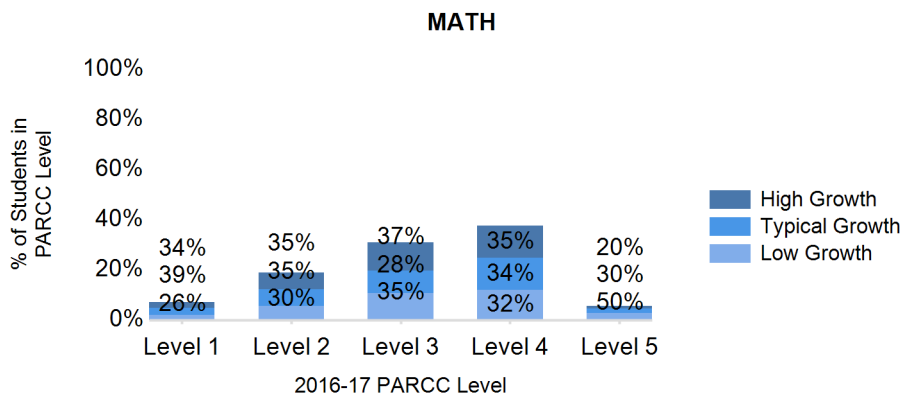
Student Growth by Performance Level

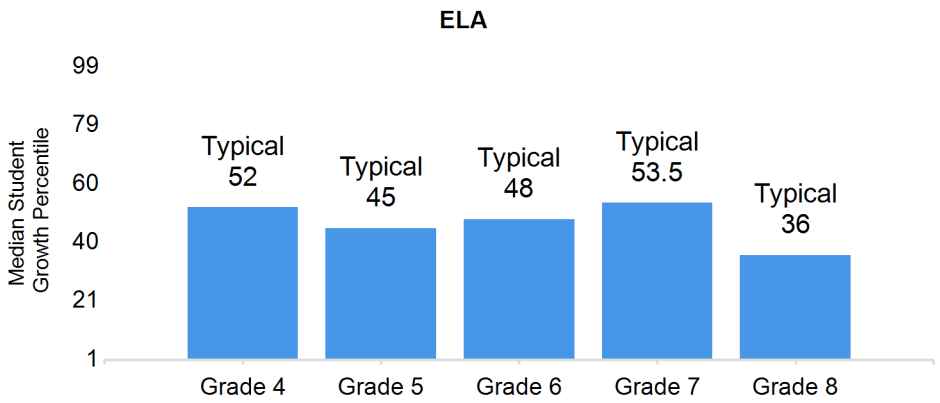
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

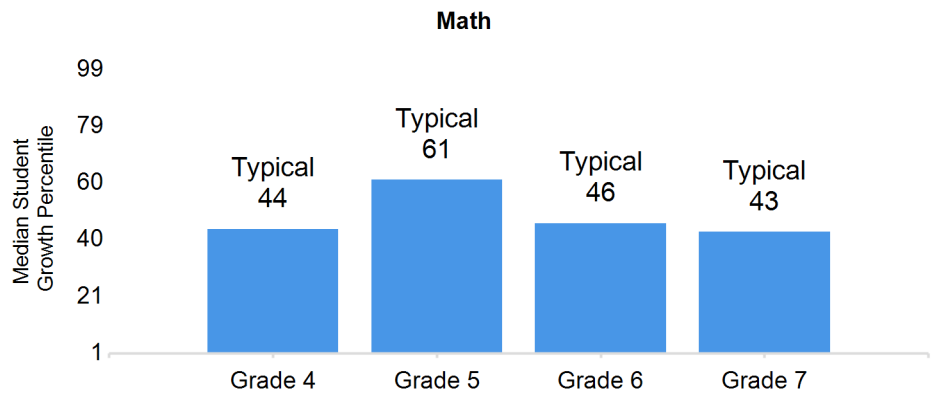




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	826	99.1	59.5	46.6	56.7	59.5	53.7	Met Target
White	85	97.7	64.7	47.6	65.6	64.7	63.1	Met Target
Hispanic	699	99.2	59.0	45.9	42.5	59.0	51.9	Met Target
Black or African American	*	*	*	44.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	69.2	62.2	82.3	69.2	N	N
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	395	99.0	66.1	54.1	64.5	66.1		
Male	431	99.1	53.4	39.6	49.4	53.4		
Economically Disadvantaged Students	503	99.2	55.4	42.7	38.5	55.4	49	Met Target
Non-Economically Disadvantaged Students	323	98.8	65.7	54.0	67.5	65.7		
Students with Disabilities	123	96.9	20.3	14.7	21.6	20.3	23.4	Met Target†
Students without Disabilities	703	99.4	66.3	52.4	63.9	66.3		
English Learners	133	100.0	36.1	21.5	27.3	36.1	23.1	Met Target
Non-English Learners	693	98.9	63.9	51.2	59.4	63.9		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	143	760	746	750	*	*	21%	46%	15%	62%	52%
White	13	754	743	759	*	*	*	*	*	62%	61%
Hispanic	120	761	746	736	*	*	21%	45%	17%	62%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	67	763	749	756	*	*	24%	*	*	67%	57%
Male	76	757	743	744	*	*	18%	*	*	57%	46%
Economically Disadvantaged Students	93	754	*	733	*	*	20%	*	*	58%	34%
Non-Economically Disadvantaged Students	50	770	*	762	*	*	22%	*	*	68%	64%
Students with Disabilities	18	740	717	719	*	*	*	*	*	39%	24%
Students without Disabilities	125	763	751	756	*	*	*	*	*	65%	57%
English Learners	*	*	711	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	749	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	757	748	756	*	*	24%	44%	16%	60%	58%
White	20	759	749	764	*	*	*	*	*	55%	68%
Hispanic	117	756	747	744	*	*	26%	47%	13%	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	66	759	751	762	*	*	23%	44%	18%	62%	63%
Male	81	756	745	751	*	*	25%	43%	15%	58%	53%
Economically Disadvantaged Students	96	753	*	740	*	*	*	45%	11%	56%	40%
Non-Economically Disadvantaged Students	51	765	*	767	*	*	*	41%	25%	67%	70%
Students with Disabilities	18	729	716	726	*	*	*	*	*	22%	25%
Students without Disabilities	129	761	753	762	*	*	*	*	*	65%	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	752	747	755	9%	10%	25%	*	*	57%	58%
White	*	*	749	763	*	*	*	*	*	*	68%
Hispanic	123	751	*	743	9%	9%	26%	*	*	56%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	53	761	752	762	*	*	30%	*	*	62%	66%
Male	83	746	743	749	*	*	22%	*	*	53%	51%
Economically Disadvantaged Students	87	751	*	739	*	*	25%	*	*	56%	39%
Non-Economically Disadvantaged Students	49	754	*	766	*	*	24%	*	*	57%	71%
Students with Disabilities	28	719	*	724	*	*	39%	*	*	14%	22%
Students without Disabilities	108	761	*	762	*	*	21%	*	*	68%	65%
English Learners	*	*	708	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	140	751	747	754	9%	9%	21%	54%	7%	61%	56%
White	18	762	739	761	0%	*	*	*	*	83%	66%
Hispanic	118	749	748	742	10%	8%	24%	*	*	58%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	73	755	754	761	*	*	16%	*	*	70%	64%
Male	67	747	741	748	*	*	27%	*	*	51%	48%
Economically Disadvantaged Students	83	746	742	739	*	*	20%	*	*	57%	37%
Non-Economically Disadvantaged Students	57	758	756	764	*	*	23%	*	*	67%	68%
Students with Disabilities	19	717	715	723	*	*	*	*	*	21%	18%
Students without Disabilities	121	757	753	760	*	*	*	*	*	67%	63%
English Learners	15	707	708	712	*	*	*	*	*	13%	*
Non-English Learners	125	756	751	755	*	*	*	*	*	66%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	762	752	760	*	*	16%	46%	25%	70%	63%
White	14	782	757	768	0%	0%	*	*	*	79%	72%
Hispanic	116	760	751	746	*	*	16%	47%	22%	70%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	68	772	760	769	*	*	*	46%	34%	79%	72%
Male	66	752	744	752	*	*	*	45%	15%	61%	54%
Economically Disadvantaged Students	78	753	746	742	*	*	15%	51%	14%	65%	44%
Non-Economically Disadvantaged Students	56	775	762	771	*	*	18%	38%	39%	77%	73%
Students with Disabilities	12	724	714	721	*	*	*	*	*	*	22%
Students without Disabilities	122	765	758	768	*	*	*	*	*	*	71%
English Learners	10	688	697	705	*	*	0%	*	*	20%	11%
Non-English Learners	124	768	757	762	*	*	18%	*	*	74%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	744	746	759	11%	16%	27%	*	*	46%	60%
White	16	741	744	767	*	*	*	*	*	50%	70%
Hispanic	120	744	746	744	12%	15%	28%	*	*	45%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	78	751	756	768	*	*	28%	*	*	53%	69%
Male	64	735	736	751	*	*	25%	*	*	38%	52%
Economically Disadvantaged Students	80	738	740	740	*	14%	31%	*	*	39%	42%
Non-Economically Disadvantaged Students	62	752	755	769	*	19%	21%	*	*	55%	71%
Students with Disabilities	26	707	*	719	*	*	*	*	*	15%	19%
Students without Disabilities	116	752	*	766	*	*	*	*	*	53%	68%
English Learners	*	*	701	703	*	*	*	*	*	*	*
Non-English Learners	*	*	749	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

Report Key:
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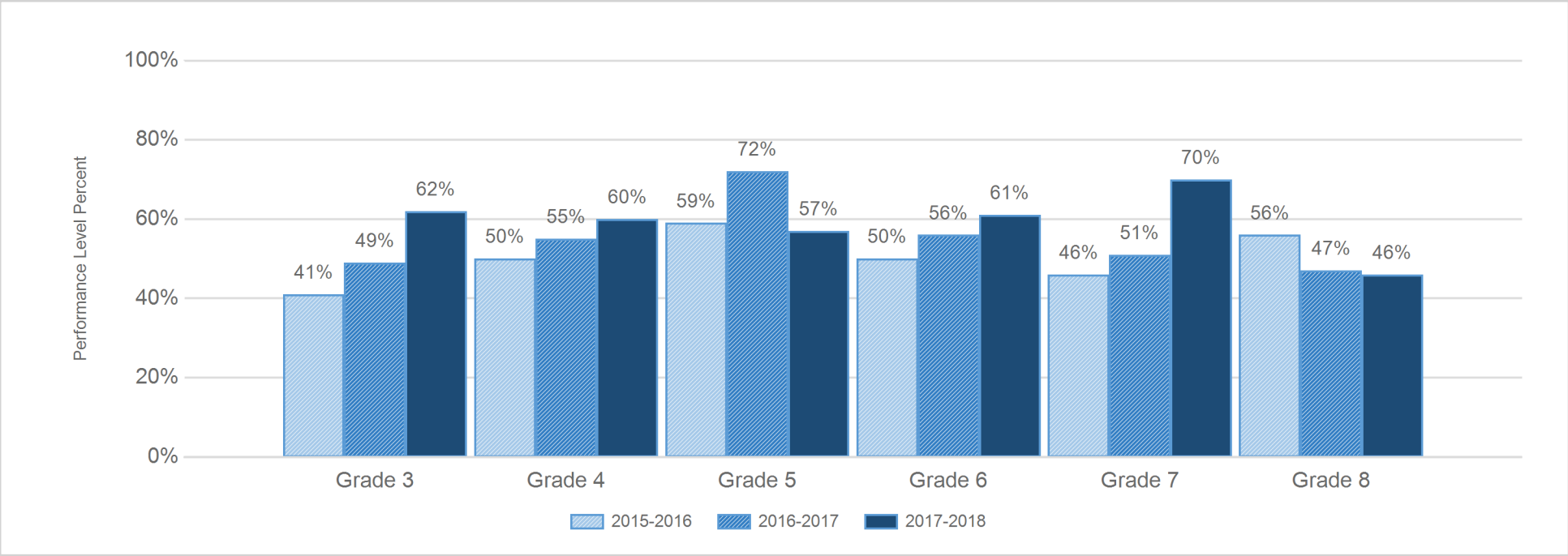
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	838	99.1	43.2	*	45.0	43.2	37.4	Met Target
White	85	97.7	49.4	*	54.1	49.4	41.8	Met Target
Hispanic	711	99.2	42.2	*	29.2	42.2	36.3	Met Target
Black or African American	*	*	*	24.0	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	61.6	52.9	77.0	61.6	N	N
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	402	99.1	40.6	*	46.0	40.6		
Male	436	99.1	45.7	*	43.9	45.7		
Economically Disadvantaged Students	513	99.3	41.0	*	26.6	41.0	34.7	Met Target
Non-Economically Disadvantaged Students	325	98.8	46.8	*	55.9	46.8		
Students with Disabilities	123	96.9	14.6	10.3	17.1	14.6	12.4	Met Target
Students without Disabilities	715	99.5	48.2	34.3	50.5	48.2		
English Learners	145	100.0	35.9	*	24.6	35.9	19.3	Met Target
Non-English Learners	693	98.9	44.8	*	46.9	44.8		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	754	743	752	*	*	32%	*	*	51%	53%
White	13	755	743	760	*	*	*	*	*	54%	64%
Hispanic	127	754	743	739	*	*	35%	38%	13%	51%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	71	752	741	752	*	*	39%	*	*	46%	53%
Male	79	755	745	751	*	*	25%	*	*	54%	53%
Economically Disadvantaged Students	99	752	*	736	*	*	33%	*	*	48%	35%
Non-Economically Disadvantaged Students	51	756	*	762	*	*	29%	*	*	55%	66%
Students with Disabilities	18	737	722	730	*	*	*	*	*	44%	29%
Students without Disabilities	132	756	746	756	*	*	*	*	*	52%	57%
English Learners	15	733	729	726	*	*	*	*	*	20%	23%
Non-English Learners	135	756	744	754	*	*	*	*	*	54%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	150	744	741	748	*	21%	33%	*	*	41%	49%
White	20	743	742	755	0%	*	*	*	*	40%	60%
Hispanic	120	742	740	737	*	19%	34%	*	*	40%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	67	742	740	748	*	22%	37%	*	*	36%	50%
Male	83	744	741	748	*	20%	29%	*	*	45%	49%
Economically Disadvantaged Students	99	739	*	733	*	*	28%	*	*	39%	30%
Non-Economically Disadvantaged Students	51	752	*	758	*	*	41%	*	*	43%	62%
Students with Disabilities	18	717	715	725	*	*	*	*	*	*	22%
Students without Disabilities	132	747	745	753	*	*	*	*	*	*	55%
English Learners	12	727	731	722	*	*	*	*	*	33%	16%
Non-English Learners	138	745	742	750	*	*	*	*	*	41%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	749	741	748	7%	19%	18%	*	*	56%	49%
White	*	*	743	756	*	*	*	*	*	*	60%
Hispanic	124	748	*	736	*	20%	19%	*	*	55%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	53	747	739	749	*	21%	26%	*	*	49%	50%
Male	84	750	743	747	*	18%	12%	*	*	61%	48%
Economically Disadvantaged Students	88	749	*	733	*	*	*	*	*	55%	29%
Non-Economically Disadvantaged Students	49	747	*	758	*	*	*	*	*	59%	62%
Students with Disabilities	28	723	*	726	*	39%	*	*	*	18%	20%
Students without Disabilities	109	755	*	752	*	14%	*	*	*	66%	55%
English Learners	*	*	726	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	734	736	744	12%	22%	35%	*	*	30%	44%
White	18	741	726	751	*	*	*	*	*	44%	54%
Hispanic	125	733	736	731	14%	23%	36%	*	*	27%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	78	734	737	745	*	19%	37%	*	*	31%	45%
Male	69	734	734	742	*	26%	33%	*	*	29%	42%
Economically Disadvantaged Students	89	729	731	729	*	26%	34%	*	*	25%	24%
Non-Economically Disadvantaged Students	58	742	742	753	*	17%	38%	*	*	38%	56%
Students with Disabilities	19	702	708	717	*	*	*	*	*	*	13%
Students without Disabilities	128	739	740	748	*	*	*	*	*	*	49%
English Learners	22	707	709	713	*	*	*	*	*	*	11%
Non-English Learners	125	739	739	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	741	738	743	*	24%	36%	*	*	36%	43%
White	14	756	741	750	0%	*	*	*	*	57%	54%
Hispanic	120	739	738	732	*	26%	37%	*	*	34%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	70	742	739	745	*	24%	36%	*	*	39%	45%
Male	68	740	738	741	*	24%	37%	*	*	34%	42%
Economically Disadvantaged Students	82	737	735	730	*	27%	34%	*	*	34%	24%
Non-Economically Disadvantaged Students	56	747	744	751	*	20%	39%	*	*	39%	55%
Students with Disabilities	12	720	714	717	*	*	*	*	*	*	12%
Students without Disabilities	126	743	742	748	*	*	*	*	*	*	50%
English Learners	14	710	714	716	*	*	*	*	*	*	10%
Non-English Learners	124	744	741	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	130	733	732	728	20%	21%	24%	*	*	35%	28%
White	13	727	728	736	*	*	*	*	*	31%	36%
Hispanic	112	733	732	722	20%	21%	25%	*	*	35%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	737	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	68	731	732	731	22%	22%	24%	*	*	32%	31%
Male	62	734	732	725	18%	19%	24%	*	*	39%	26%
Economically Disadvantaged Students	73	728	730	719	21%	*	23%	*	*	29%	20%
Non-Economically Disadvantaged Students	57	738	735	735	19%	*	25%	*	*	44%	35%
Students with Disabilities	26	704	*	705	50%	*	*	*	*	15%	*
Students without Disabilities	104	740	*	735	13%	*	*	*	*	40%	*
English Learners	*	*	723	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	778	724	746	0%	0%	*	*	*	92%	46%
White	*	*	723	755	*	*	*	*	*	*	57%
Hispanic	*	*	724	730	*	*	*	*	*	*	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	*	*	728	748	*	*	*	*	*	*	48%
Male	*	*	721	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	722	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	729	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	13	778	728	752	0%	0%	*	*	*	92%	52%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	728	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

ROBERT FULTON ELEMENTARY SCHOOL
(17-3610-110)
Grades Offered: KG-08
2017-2018

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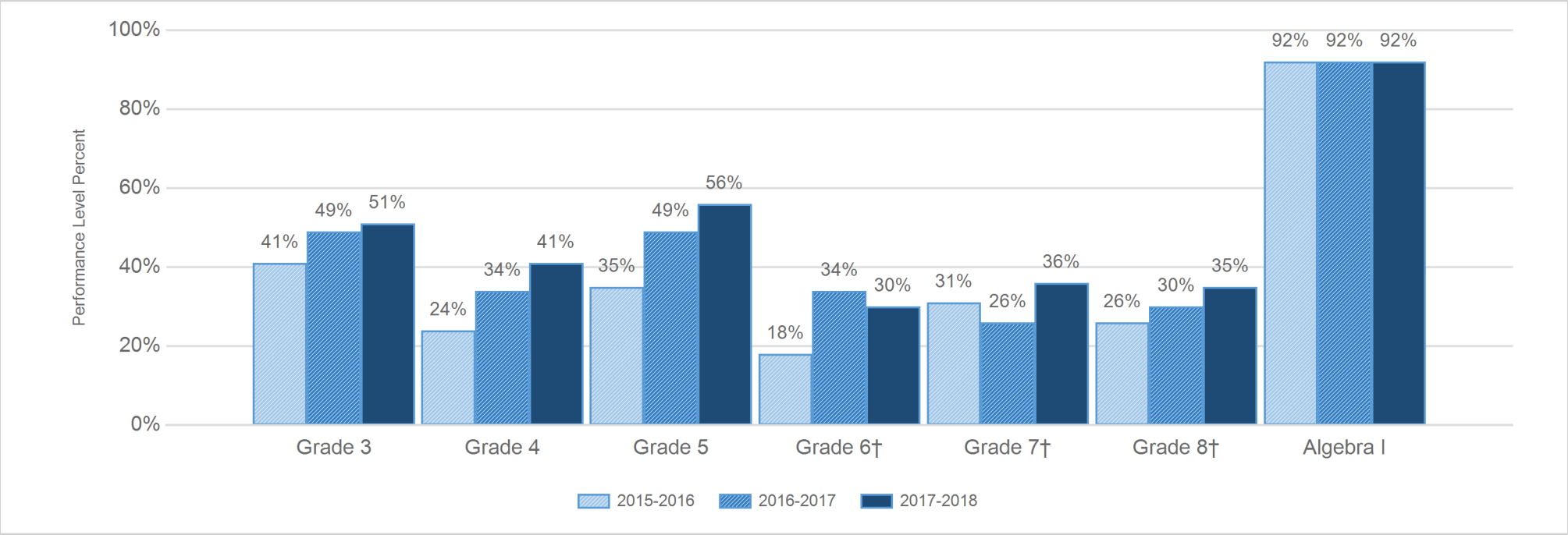
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	57.2%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	188	*	*
3-4	49	75.5%	24.5%
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 grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	157
7	0	0	152
8	12	0	155
Total	12	0	464

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	157
7	0	0	0	0	0	0	152
8	0	0	0	0	0	0	166
Total	0	0	0	0	0	0	475

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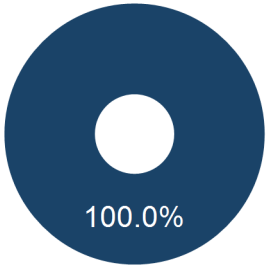
Visual and Performing Arts – Course Participation

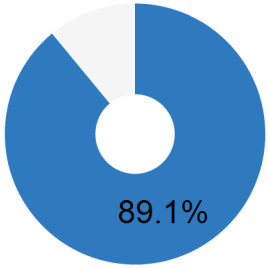
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

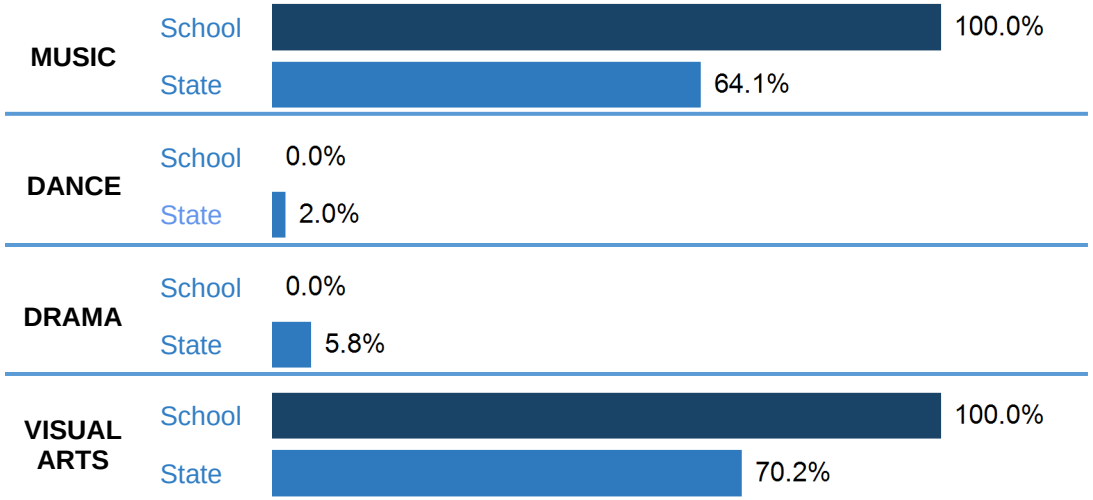


School



State

Students enrolled in one or more classes by discipline:



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

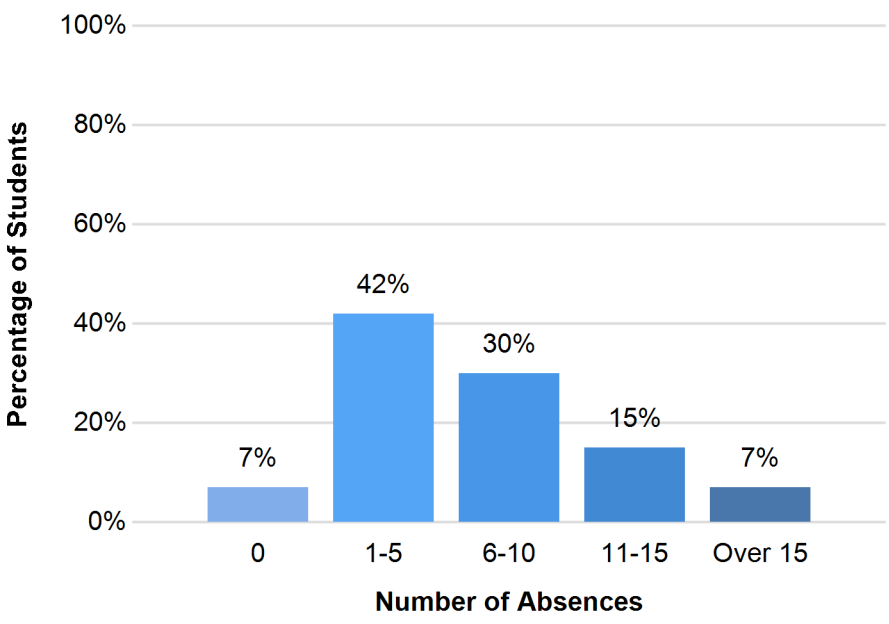
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	61	4.9	9.1	Met
White	5	4.3	9.1	Met
Hispanic	55	5.1	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	47	5.6	9.1	Met
Students with Disabilities	20	13.2	9.1	Not Met
English Learners	17	7.1	9.1	Met

Days Absent

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



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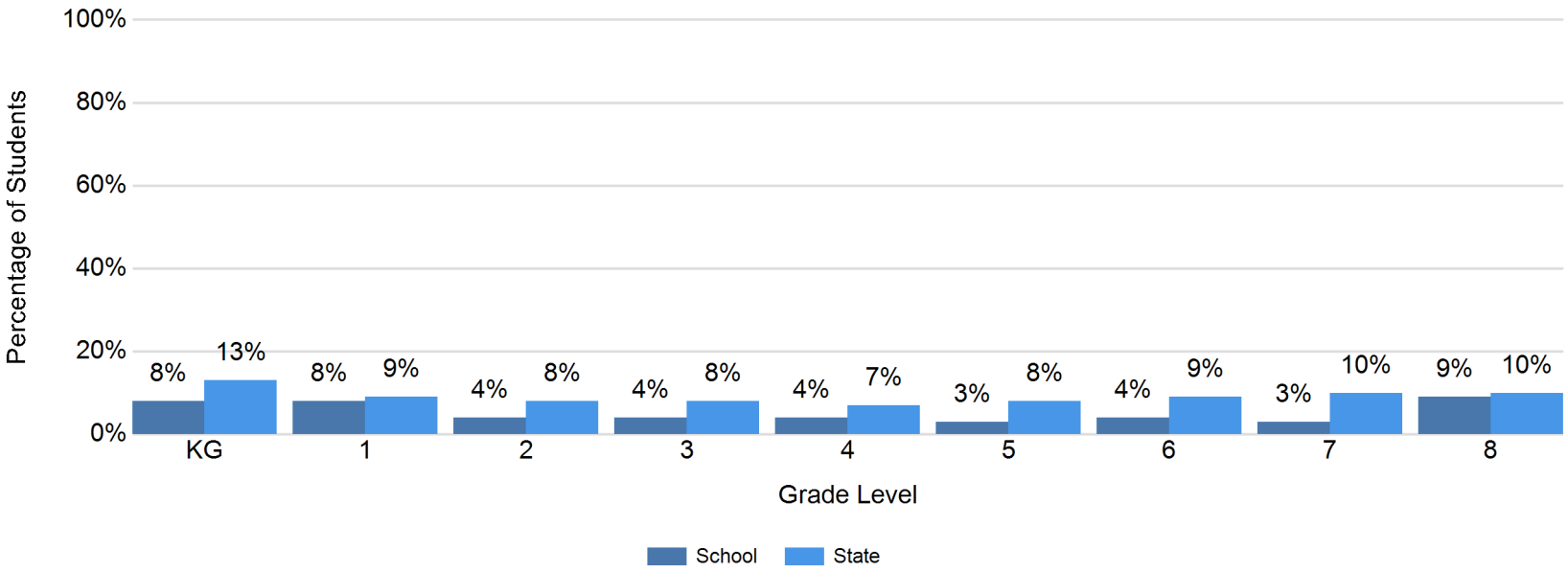
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	0.65

Police Notifications

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

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

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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	2	3	5
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	0	0.0%
Out-of-School Suspensions	40	3.2%
Any Suspension	40	3.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
73

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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	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 20 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	1.1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$817	$13,416	$14,233

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	105	117,464
Average years experience in public schools	11.5	12.0
Average years experience in district	11.3	10.7
Teachers in district for 4 or more years	72.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,374
Average years experience in public schools	21.8	16.0
Average years experience in district	21.7	12.0
Administrators in district for 4 or more years	100.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	413:1	183:1
Teachers to Administrators	35:1	14:1
Students to Librarians/Media Specialists		7666:1
Students to Nurses		639:1
Students to Counselors		479:1
Students to Child Study Team		284:1

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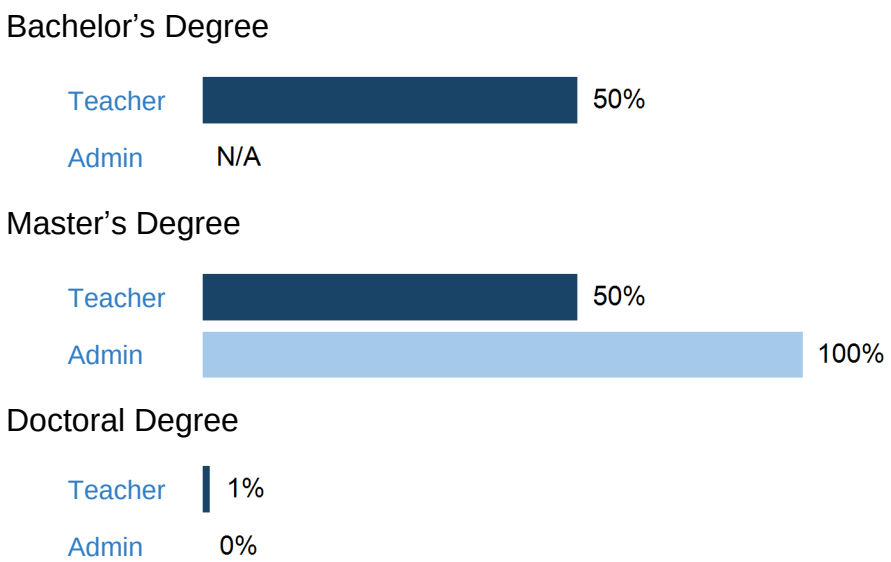
Teachers and Administrators - Level of Education

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



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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	95.6%	90.2%
2016-17 Administrators: Same district 2017-18	93.2%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.6%	33.3%
Male	11.4%	66.7%
White	67.6%	66.7%
Hispanic	30.5%	33.3%
Black or African American	0.0%	0.0%
Asian	1.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	50.77	15.0%
Mathematics Proficiency	39.75	15.0%
English Language Arts Growth	33.89	20.0%
Mathematics Growth	45.82	20.0%
Progress Towards English Language Proficiency	58.94	20.0%
Chronic Absenteeism	74.70	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.78	n/a
Summative Rating: Percentile Rank of Summative Score	46.74	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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(17-3610-110)
Grades Offered: KG-08
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	Met Target	Met	No
White	41.15	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	63.78	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	N	N	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	65.99	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	43.36	14.08	No	Met Target†	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	56.63	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

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School Narrative

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

Highlights:	• Hudson County Law Day Essay Top Placements • Save Latin America Reach Our Dreams Essay Contest Awards • Silver Recognition by HCTMA for Golden Sneakers Program yearly participation
Mission, Vision, Theme:	Robert Fulton School is committed to providing the highest quality education through the implementation of NJSLS and 21st Century Skills, at all grade levels. Our mission is to strive for excellence in our diverse community through fostering the need for personal fulfillment as we nurture character development. Our vision is to reach all levels of achievement in our diverse community for lifelong learning.
Awards, Recognition, Accomplishments:	Hudson County Law Day Essay Writing Contest First and Second Place winners, Second Place winner in Poetry category, Boys Basketball Championship undefeated winners, Flag Football Winners, Silver Level recognition by HCTMA for yearly participation in Golden Sneakers program, Reach our Dreams Essay Writing winners sponsored by Save Latin America.

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Courses, Curriculum, Instruction:	All required academic subjects across all grade levels, usage of Guided Reading Instruction in ELA and Wilson's Fundations for early readers. Special subjects include World Language, Physical Education, Technology, Art, and Music (instrumental and vocal), and an Accelerated Math Algebra 1 Program.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Basketball (Boys & Girls), Football (Boys), Track and Field - Spring (Boys & Girls). Students in Grades 7 & 8 have the opportunity to participate in Boys and Girls Basketball, Track and Field Day, Flag Football and Cheerleading.
Clubs and Activities:	Students at Robert Fulton School have the opportunity to participate in the following clubs: Ecology Club, Student Council, Ambassadors of Kindness, Modeling Club, Yearbook Club, Art Club, Computer Club, Safety Patrol Club, Chorus, and Band.

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Before and After School Programs:	The following district wide programs are offered at Robert Fulton School: Title 1 Saturday Enrichment, Morning PARCC preparation, Title 1 After-School Math for grades 7 & 8, iPad and Book Club programs for different grade levels, Bilingual/ESL After School Tutoring, Municipal Alliance Homework help program. Extra help is offered by teaching staff on a weekly basis.
Staff and Professional Learning:	District-wide Professional Development Days take place twice a year. Additionally teachers participate in Monthly PD hour meetings, Bi-monthly PLC meetings, Monthly meetings with the school's Literacy and Math Coaches, PD opportunities offered by HCPD Consortium, In-class support with out-of-district coaches (Math Labs, Guided Reading,etc), School wide committees.

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Student Supports and Services:	Students at Robert Fulton School receive the following services as needed: Special Education, Title 1 Basic Skills Instruction, Bilingual/ESL instruction, Gifted and Talented Program (PEAK). The Guidance Counselor works closely with eighth grade students with the transition to Secondary school.
Student Health and Wellness:	Students at Robert Fulton School have access to the following programs: Law Enforcement Against Drugs (LEAD) for fifth grade, Student Assistance Resource Program (SARP), protection under the Harassment, Intimidation and Bullying Law (HIB), Partners in Prevention and LoveSmarts for seventh grade. The Wellness Committee oversees and implements the nutritional standards set forth by the North Bergen School District Wellness Policy.
Parent and Community Involvement:	Robert Fulton School works with parents and community in the following ways: PTO sponsored activities, Author's Celebrations and Book Signings, Annual Holiday and Spring Concerts, Chorus participation in NB Winterfest, Fire Prevention programs, NB MUA Go Green Save Green Poster Contest, HCTMA Golden Sneaker Program, DPW Recycling Program, Hudson County Law Day and Reach Our Dreams Essay Writing Contests.

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Other Information:	District wide Professional Development Days take place twice a year. The School Improvement Panel and Data Analysis Committees develop an Action Plan to meet school goals for improvement. The Action Plan is reviewed and discussed by teachers from Robert Fulton and the Fulton Annex at scheduled bi-monthly PLC meetings. Teachers also participate in monthly meetings with the school's Literacy and Math coaches. Teachers are assigned by administrators to attend various Professional Development opportunities offered by HCPDConsortium. The district provides in-class support with out-of-district coaches (Math Labs, Guided Reading, etc). Monthly hour sessions are scheduled district wide to review assessment data and gain knowledge of strategies that may assist teachers in meeting NJSLS. In addition to the above, Robert Fulton School students also participate in Cultural Awareness Week, Women's History Month, Week of Respect and Career Day. An Annual Science Fair and Wax Museum for Black History Month are held for students in Grades 7 & 8. Graduating students with high honors receive the President's Award. Qualifying seventh grade students may participate in New Jersey Seeds Program. Participation in field trips are scheduled by teachers to extend educational experience outside of the classroom. Project Pride Program is scheduled with the HCCorrectional Department.