



Augusta Preschool Academy
(13-2330-071)
Grades Offered: PK-PK
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 at 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	Essex
District	Irvington Public School District
Principal Name	Ms. Rose Gordon
Address	97 AUGUSTA STREET IRVINGTON, NJ 07111
Phone Number	973-399-6868
Email Address	rgordon@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/augusta-preschool-academy/
Twitter	https://twitter.com/IrvingtonPSD



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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	340	318	316
Total	340	318	316

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	49.4%	50.6%	47.5%
Male	50.6%	49.4%	52.5%
Economically Disadvantaged Students	78.5%	68.9%	68.0%
Students with Disabilities	8.5%	10.1%	10.1%
English Learners	31.8%	13.8%	35.4%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.9%	1.6%	0.9%
Military-Connected Students	0.3%	0.3%	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	0.6%	1.9%	1.9%
Hispanic	15.9%	19.2%	22.2%
Black or African American	81.5%	76.4%	74.7%
Asian	0.6%	0.0%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.3%	0.3%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	1.2%	1.9%	0.3%

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	340	318	316

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	65.8%
Spanish	20.3%
Haitian	10.8%
French	2.2%
Other Languages	0.9%



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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.

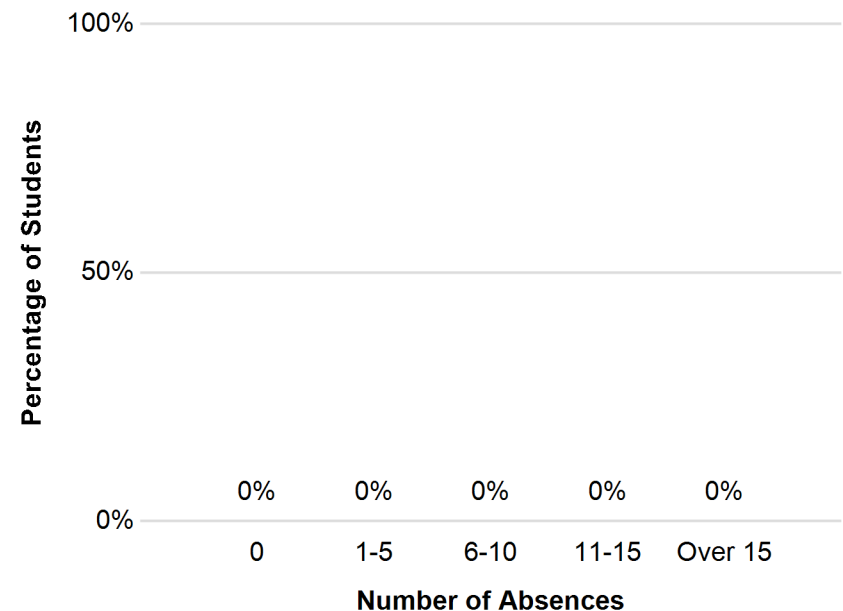
Chronic Absenteeism

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.





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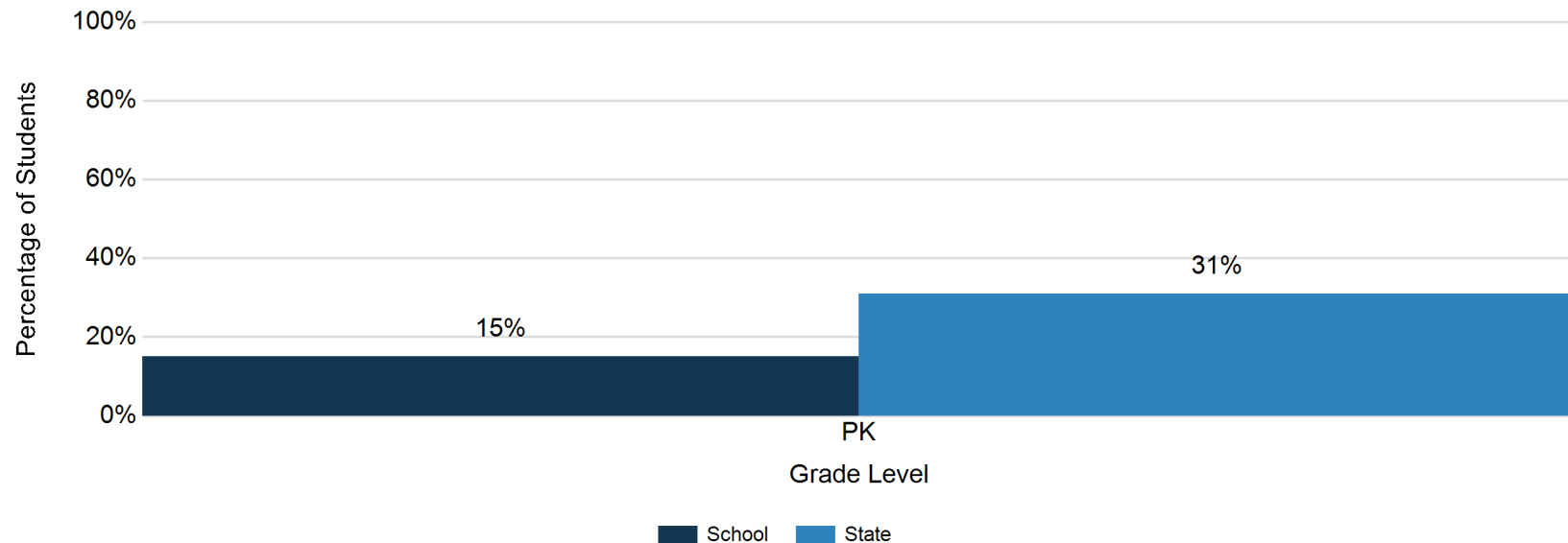
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Chronic Absenteeism by Grade

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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

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

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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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 26 Mins
Shared Time - Instructional Time	5 Hrs. 26 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



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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	25	118,214
Average years experience in public schools	8.0	12.1
Average years experience in district	6.1	10.8
Percentage of Teachers with 4 or more years experience in the district	56.0%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	13:1	15:1
Students to Administrators	316:1	223:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	47.5%	84.0%	100.0%	48.4%	77.1%	54.9%
Male	52.5%	16.0%	0.0%	51.6%	22.9%	45.1%
White	1.9%	16.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	22.2%	4.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	74.7%	76.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	4.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	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



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.8%



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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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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 annual Celebrity Read program is a school-wide, community-building initiative, which serves as a conduit for developing parent-engagement and enriching literacy on the pre-school level.
- Multicultural and family engagement programs such as Hispanic Heritage, Black History, Mother & Son/Father & Daughter Dance, and the Holiday Ball foster a positive school climate.
- Augusta Academy's staff beautifies the school by decorating monthly bulletin boards around the school with high quality student work. Every month each classroom door reflects a specific theme.



Mission, Vision, Theme:

Augusta is an outstanding inclusive educational community that is committed to maximizing the development of the whole child through developmentally appropriate practices. Student success in part is made possible by the parent/caregiver's continued support throughout the year. The mission of Augusta Preschool Academy is to promote positive social-emotional development, build interpersonal relationships, and foster life skills and intellectual thinking. The Augusta family believes that the aforementioned initiatives ensure academic success.



Awards, Recognition, Accomplishments:

The PTA presents perfect attendance awards to students each month from each class at the monthly PTA meeting. The PTA acknowledges the accomplishments of teachers during Teacher/Staff Appreciation Week by providing a luncheon and gifts. The PTA also recognizes the Teacher of the Year and the Support Staff of the Year. Augusta's Annual Paraprofessional Appreciation Day is celebrated in February. Augusta's School Leadership Council conducts volunteer trainings for paraprofessionals to learn and understand the value of classroom support and to enhance professional learning, which aligns with New Jersey Preschool Teaching and Learning Standards.


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**Courses, Curriculum,
Instruction:**

Augusta offers a full day, six-hour comprehensive program. Through the Creative Curriculum and My Math programs, students participate in individual, small-group and large-group activities. We provide a language-rich environment that promotes children's early literacy skills, daily read-aloud of high-quality children's literature to develop a love of reading, and shared writing experience that give children the ability to identify and use letters and words to expand their vocabulary. Problem solving is a critical piece in our objective to teach and develop the "whole child"



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Before and After School Programs:

Before and after care services are offered at Augusta Preschool between the hours of 7:30 a.m. – 9:05 a.m. and 2:50 p.m. until 5:30 p.m. Breakfast and hearty afternoon snacks are provided to students. Parents who enroll their children in the aftercare program never have to worry about making arrangements for early pickup when the school calendar calls for In-Service half-day sessions.



Staff and Professional Learning:

Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, and differentiated instruction.



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Parent and Community Involvement:

Augusta Preschool Academy parents are encouraged to participate in the school community through our PTA, Parent Advisory Council, and other outreach activities. One of our ultimate goals and purpose in bringing programs like Celebrity Read into our school is to improve childhood literacy. The Irvington Fire Department conducts annual presentations on fire safety. The Father/Daughter and Mother/Son dances are always attended in great volume. Our families love to dress-up, dance, and fellowship. The school offers monthly assemblies to showcase the students' accomplishments through songs, dances, and readings; parents, caregivers and community members are invited to attend. Augusta Preschool Academy families are encouraged to participate in the annual field day event that is held the first Friday in June. Parents are encouraged to attend our annual Chuck E. Cheese Family Event that is held in the fall and spring.



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 Climate Surveys:	Who is surveyed: Parents Parents are given surveys in the fall and spring, which help staff and administration to determine the needs of the school. Surveys are available online. Parents are provided with a Teaching Strategies Gold Home Language Survey, which helps determine the English language learner's status for assessment and ongoing support.
 Facilities:	Augusta Preschool Academy is the only public school of its kind in the Township of Irvington that is exclusively dedicated to 3 and 4-year-old students. The school first opened its doors in September of 2007. It is a beautiful state-of-the-art early childhood facility equipped with an All Purpose Room, an outside play area for gross motor activities, large panoramic windows, lovely landscaped gardens for teaching our students horticulture skills, central air conditioning and heating, and technologically advanced classrooms.
 School Safety:	At Augusta Preschool, our school safety and climate committee is very active. Monthly emergency drills are conducted. In addition, the following events and programs support the mission of our school climate goals: National Suicide Awareness and Prevention Week; September 11th/A Day of Remembrance that recognizes the contributions of our fallen heroes; Week of Respect; School Violence Awareness Week; and Red Ribbon Week. Throughout the year, health and wellness activities remain ongoing for students and staff. Augusta also offers monthly parent workshops such as: Bully Prevention and the Preschooler, Safety Matters, Childhood Lead Poisoning Prevention, and Wellness and Disease Prevention. Throughout the year, Augusta facilitates activities such as No Name- Calling Week and Mix It Up at Lunch Week. Our activities are all aimed at promoting a positive school climate through anti-bullying, conflict resolution, and positive behavior support initiatives.



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 Technology and STEM:	Augusta provides Chromebooks for the students to enhance literacy with the support of technology. We continue to use Imagine Learning software and preschool developmentally appropriate websites. Each classroom is outfitted with Smartboard Technology to enhance teachers' lessons and promote student engagement. We are very excited to be able to offer the Imagine Learning Program to our English Language Learners because it provides native language support to students. It places students on an adaptive, individualized learning path based on their performance.
 Early Childhood Education:	Augusta Preschool Academy works in conjunction with the Early Childhood Department to provide a high-quality preschool education. We continue to maintain high expectations for our students and families in an effort to assist parents as our scholars' first teachers. Our goal is to prepare children for kindergarten all the way through college and career.



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Other Information

Augusta Preschool Academy's vision is to be an outstanding inclusive educational community that is committed to maximizing the development of the "whole child" through developmentally appropriate practices that will instill a love of learning and future academic success for all students. Augusta also offers special programs for English Language Learners, inclusion and autistic students. We believe learning in early childhood must be active and interactive. The Imagine Learning program was introduced to our English Language Learners during 2016-2017 school year. The Imagine Learning program has proven to be an effective language development resource for young learners; therefore, all students now have access to the program. We continue to use Applied Behavior Analysis (ABA) in our autistic program. Our trained professionals incorporate these techniques to assist our learners in acquiring many different skills including listening, reading, and conversing. As a school, we are acutely aware that we cannot accomplish the task of educating our young students alone. Thus, we are committed to building an ever-stronger village that will support the needs of each learner and challenge each student to learn and grow at his/her optimal rate. Additional services are available to parents of Augusta Preschool Academy which include: the Preschool Intervention Referral Team (PIRT), a Child Study Team that strictly services the preschool population and a Parent Involvement Specialist who provides support and resources to preschool parents. Class sizes are small with no more than 15 students in each classroom. Highly qualified teachers and paraprofessionals are in every classroom. Children are offered many opportunities to choose among the variety of developmentally appropriate activities, which are problem-based and open-ended. The curriculum balances children-initiated and teacher-directed activities to ensure Kindergarten readiness and overall academic success.



Berkeley Terrace Elementary School
(13-2330-080)
Grades Offered: PK-05
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 at 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	Essex
District	Irvington Public School District
Principal Name	Ms. Sean Evans
Address	787 GROVE STREET IRVINGTON, NJ 07111-3605
Phone Number	973-399-6852
Email Address	sevens@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/berkeley-terrace
Twitter	https://twitter.com/IrvingtonPSD



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	43	47	48
KG	76	91	80
1	73	73	84
2	98	80	69
3	73	85	68
4	69	71	79
5	60	67	63
Total	492	514	491

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	47.4%	45.1%	48.7%
Male	52.6%	54.9%	51.3%
Economically Disadvantaged Students	72.4%	73.0%	75.8%
Students with Disabilities	9.8%	12.8%	13.4%
English Learners	25.2%	27.6%	32.6%
Homeless Students	0.0%	0.4%	0.2%
Students in Foster Care	0.4%	1.2%	0.6%
Military-Connected Students	0.0%	0.0%	0.2%
Migrant Students	0.0%	0.2%	0.0%

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	0.2%	0.0%	0.4%
Hispanic	27.0%	28.2%	25.7%
Black or African American	71.5%	70.2%	71.7%
Asian	0.6%	0.6%	1.4%
Native Hawaiian or Pacific Islander	0.0%	0.6%	0.6%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.4%	0.4%	0.2%

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	43	47	48
KG - Half Day	0	0	0
KG - Full Day	76	91	80

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	59.5%
Spanish	21.2%
Haitian	5.9%
Twi	3.5%
Igbo	3.1%
Other Languages	6.9%



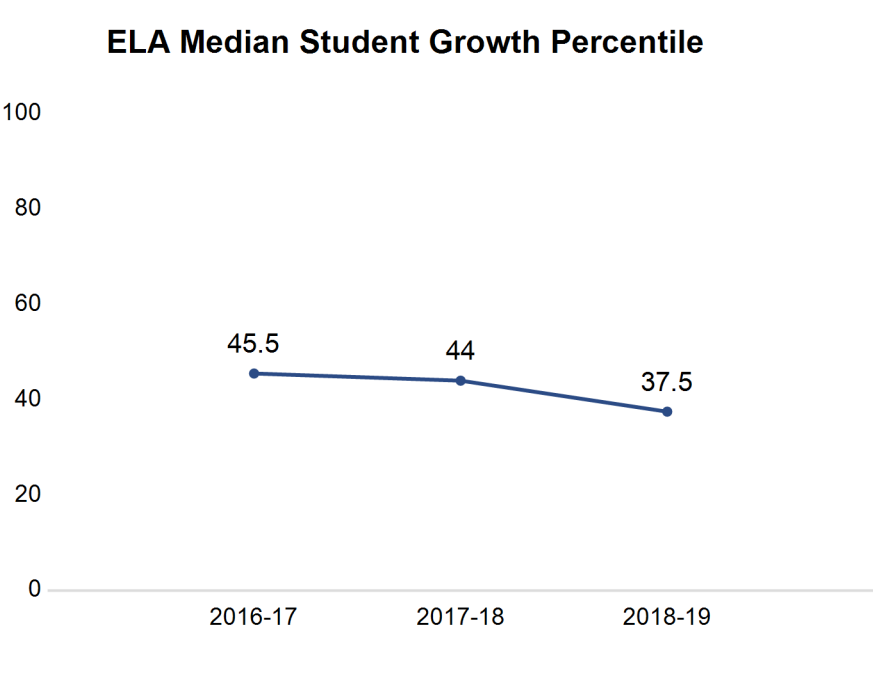
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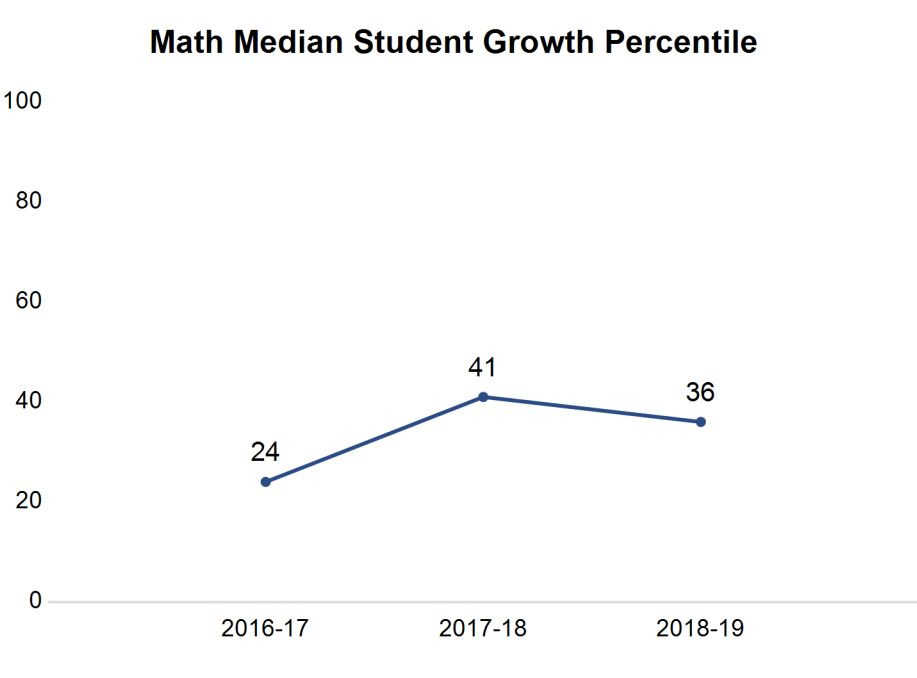
Student Growth Trends and Progress

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	45.5	44	37.5	24	41	36
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	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	37.5	47	50	Not Met	36	43	50	Not Met
White	N	*	50	**	N	*	52	**
Hispanic	36	48	49	Not Met	35	45	47	Not Met
Black or African American	38	47	45	Not Met	36	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	35	49	53	N	36	45	50	N
Male	42	44	47	N	29	42	51	N
Economically Disadvantaged Students	39	47	48	Not Met	36	43	46	Not Met
Students with Disabilities	33	37.5	43	**	22	36	45	**
English Learners	48	51	52	Met Standard	36	42	50	Not Met
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	*	30	42	N	*	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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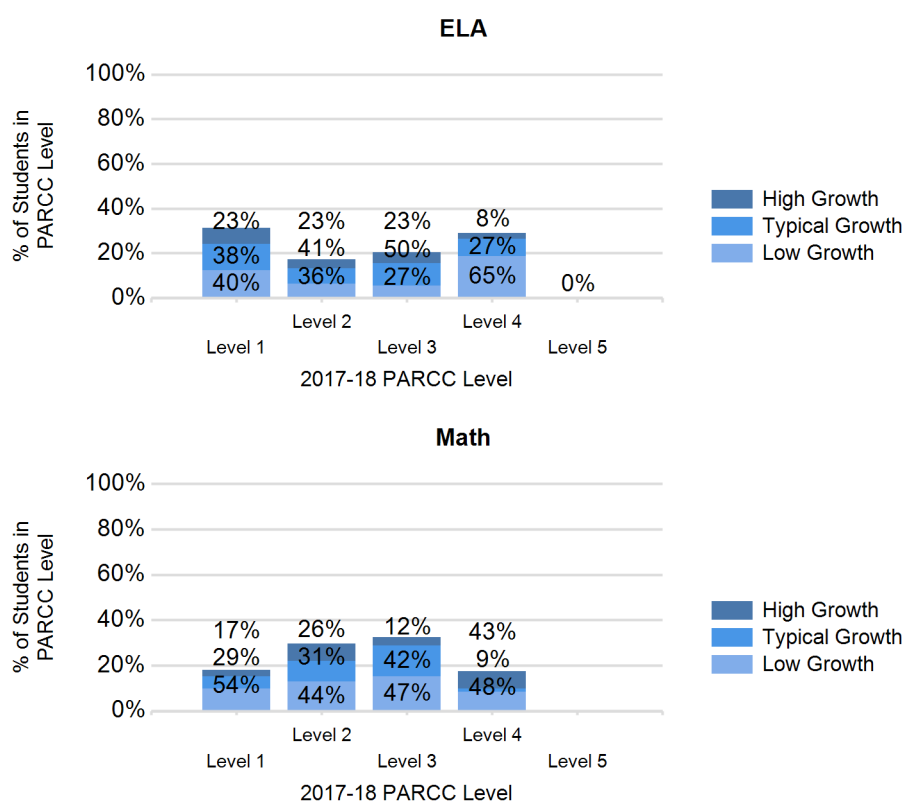
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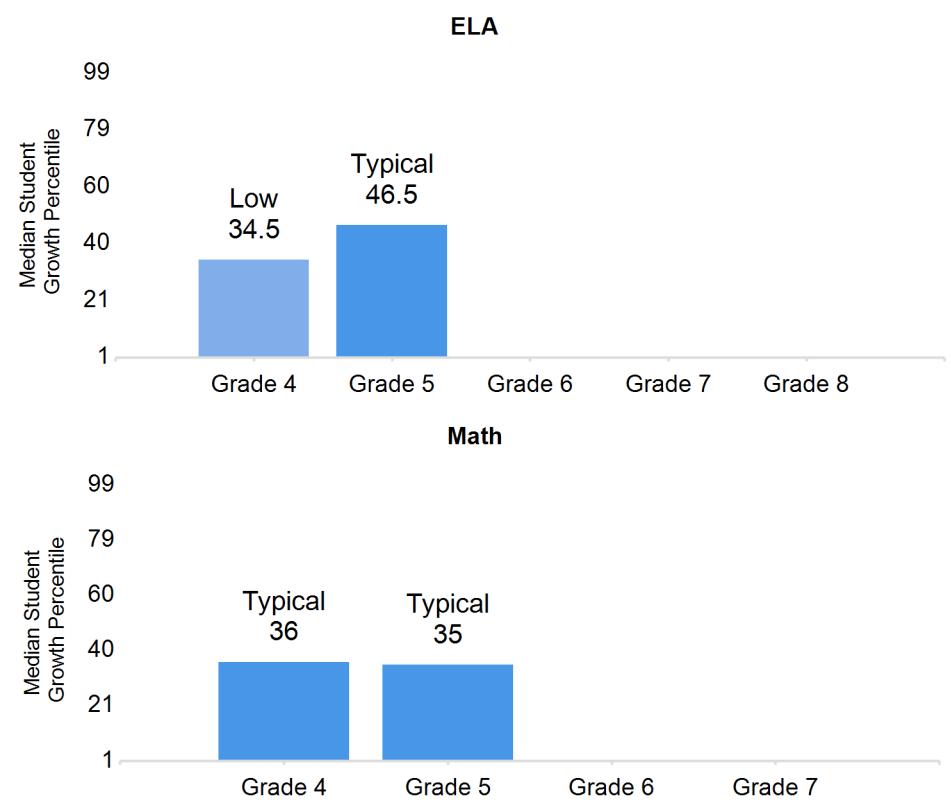
Student Growth by Performance Level

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.



Student Growth by Grade

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





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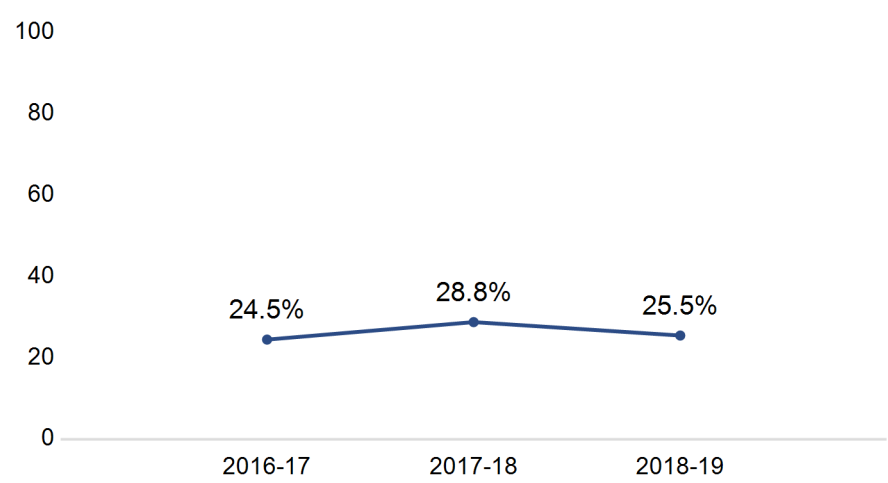
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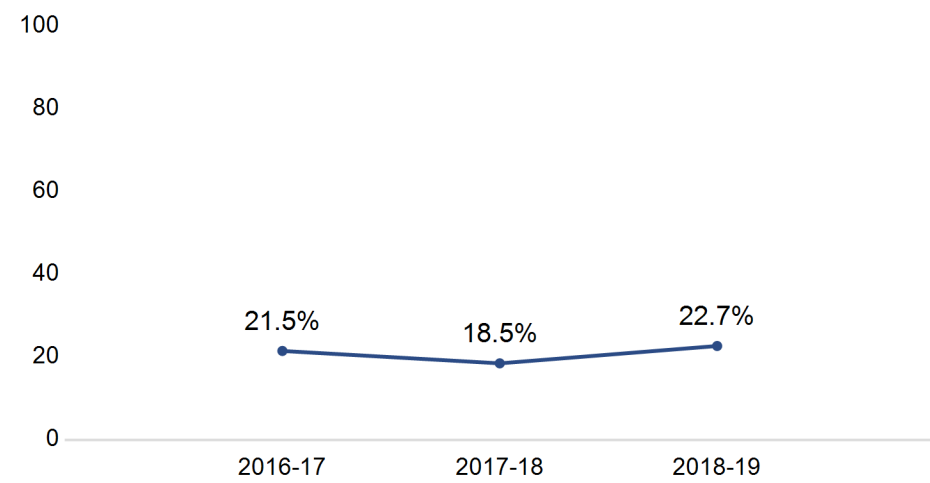
English Language Arts and Mathematics Performance Trends

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	95.6%	98.7%	98.2%	95.8%	98.3%	97.8%
Proficiency Rate for Federal Accountability	24.5%	28.8%	25.5%	21.5%	18.5%	22.7%
Annual Target	23.5%	26.4%	29.4%	28.4%	31.1%	33.8%
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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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	98.2	25.5	27.3	57.9	25.5	29.4	Met Target†
White	N	N	N	*	66.9	N	**	**
Hispanic	*	*	*	25.6	43.9	*	27.2	Not Met
Black or African American	151	98.1	29.1	27.6	38.5	29.1	30.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	96	97.1	32.3	32.7	64.8	32.3		
Male	116	99.2	19.8	22.4	51.3	19.8		
Economically Disadvantaged Students	166	98.8	27.1	27.3	40.0	27.1	30	Met Target†
Non-Economically Disadvantaged Students	46	95.8	19.6	27.3	67.9	19.6		
Students with Disabilities	34	97.1	*	*	22.7	*	13	Not Met
Students without Disabilities	178	98.4	*	*	65.1	*		
English Learners	56	98.3	17.9	16.2	29.3	17.9	23.6	Met Target†
Non-English Learners	156	98.2	28.2	30.7	60.6	28.2		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.8	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

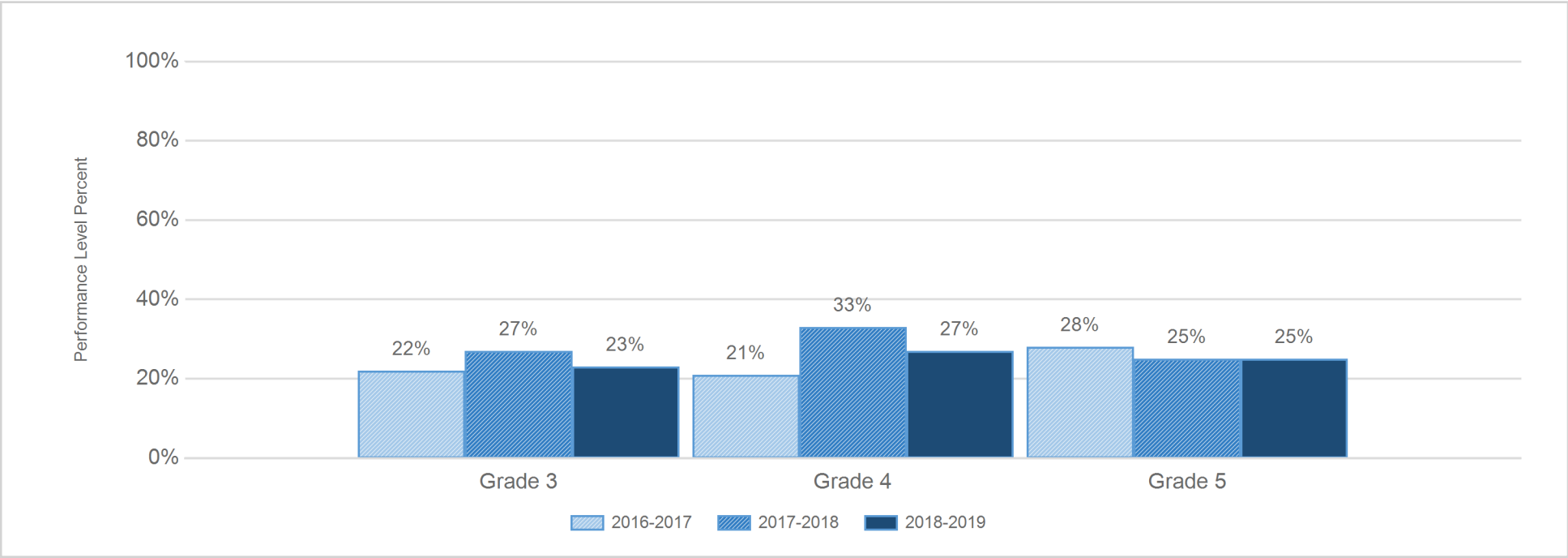


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English Language Arts Assessment - Performance Trends

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	74	719	722	748	30%	20%	27%	23%	0%	23%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	711	734	*	*	*	*	*	*	36%
Black or African American	54	724	*	731	26%	20%	26%	28%	0%	28%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	35	730	727	753	*	*	*	*	*	34%	55%
Male	39	710	718	743	*	*	*	*	*	13%	46%
Economically Disadvantaged Students	59	719	722	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	15	720	723	759	*	*	*	*	*	13%	61%
Students with Disabilities	16	688	697	719	*	*	*	*	*	*	24%
Students without Disabilities	58	728	725	754	*	*	*	*	*	*	56%
English Learners	17	701	701	713	*	*	*	*	*	12%	17%
Non-English Learners	57	725	728	751	*	*	*	*	*	26%	54%
Homeless Students	N	N	*	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	*	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	78	725	731	755	28%	19%	26%	*	*	27%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	56	730	731	739	23%	*	32%	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	31	725	737	760	35%	*	*	*	*	26%	62%
Male	47	726	725	750	23%	*	*	*	*	28%	53%
Economically Disadvantaged Students	65	724	*	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	13	732	*	765	*	*	*	*	*	31%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	761	*	*	*	*	*	*	64%
English Learners	14	707	711	720	*	*	*	*	*	*	17%
Non-English Learners	64	729	736	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	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%



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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	64	726	730	756	22%	30%	23%	25%	0%	25%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	44	728	730	739	23%	25%	23%	30%	0%	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	33	733	733	761	*	*	*	*	*	33%	64%
Male	31	719	727	750	*	*	*	*	*	16%	52%
Economically Disadvantaged Students	47	728	*	740	*	*	*	*	*	28%	39%
Non-Economically Disadvantaged Students	17	720	*	766	*	*	*	*	*	18%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	65%
English Learners	14	717	712	713	*	*	*	*	*	*	11%
Non-English Learners	50	729	733	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	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%



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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	216	97.8	22.7	*	44.5	22.7	33.8	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	*	*	*	14.6	28.8	*	29	Not Met
Black or African American	154	97.6	27.3	14.4	23.0	27.3	35	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	99	96.4	24.2	*	44.9	24.2		
Male	117	99.2	21.4	*	44.2	21.4		
Economically Disadvantaged Students	167	98.3	23.4	15.5	26.3	23.4	33.6	Not Met
Non-Economically Disadvantaged Students	49	96.2	20.4	11.5	54.9	20.4		
Students with Disabilities	34	97.1	*	*	17.4	*	13.1	Met Target†
Students without Disabilities	182	98.0	*	*	50.0	*		
English Learners	60	98.6	13.3	*	25.0	13.3	21.7	Not Met
Non-English Learners	156	97.5	26.3	*	46.5	26.3		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

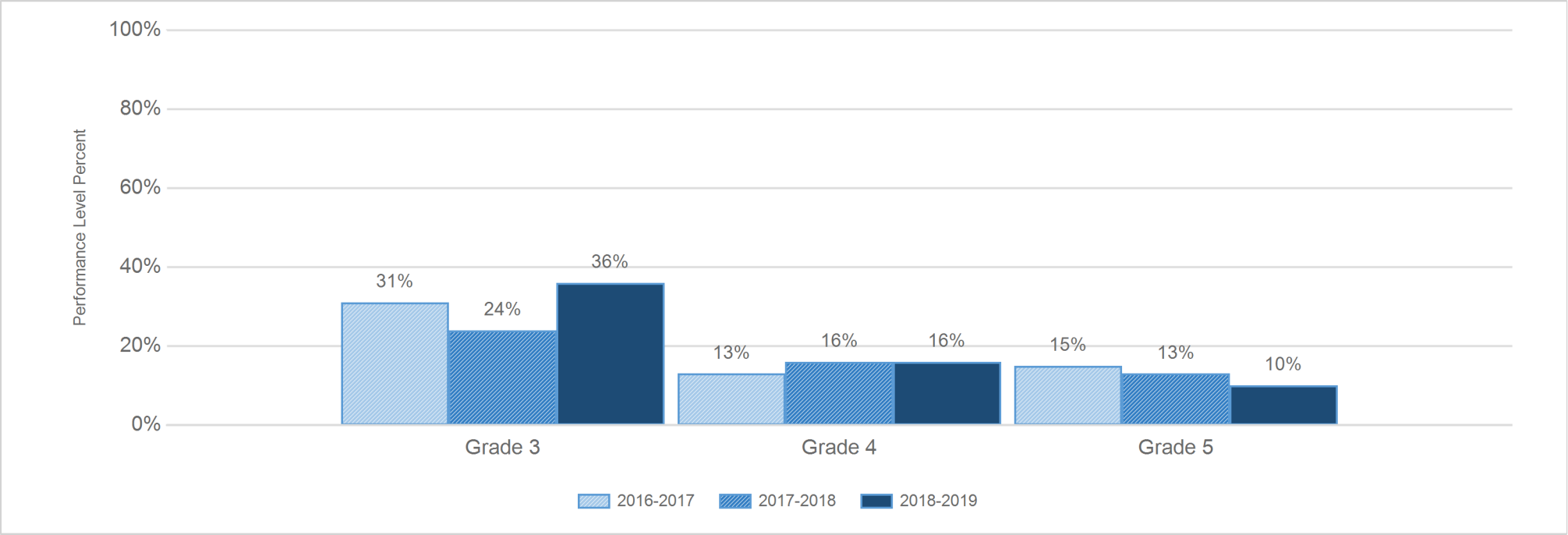


Berkeley Terrace Elementary School
(13-2330-080)
Grades Offered: PK-05
2018-2019

Report Key:
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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.



Berkeley Terrace Elementary School

(13-2330-080)

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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	77	731	732	752	21%	19%	23%	*	*	36%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	56	733	732	735	20%	*	21%	*	*	43%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	36	732	733	751	*	*	*	*	*	39%	54%
Male	41	730	731	752	*	*	*	*	*	34%	56%
Economically Disadvantaged Students	62	731	*	737	*	*	*	*	*	35%	37%
Non-Economically Disadvantaged Students	15	727	*	761	*	*	*	*	*	40%	67%
Students with Disabilities	16	703	713	731	*	*	*	*	*	13%	31%
Students without Disabilities	61	738	734	756	*	*	*	*	*	43%	60%
English Learners	20	724	723	728	*	*	*	*	*	15%	26%
Non-English Learners	57	733	735	754	*	*	*	*	*	44%	58%
Homeless Students	N	N	*	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	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Berkeley Terrace Elementary School

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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	82	720	724	749	33%	21%	30%	*	*	16%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	720	737	*	*	*	*	*	*	36%
Black or African American	59	723	725	731	31%	17%	34%	*	*	19%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	34	721	725	749	35%	*	29%	*	*	15%	50%
Male	48	719	723	749	31%	*	31%	*	*	17%	52%
Economically Disadvantaged Students	67	722	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	15	712	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	18	710	707	722	*	*	*	*	*	*	18%
Non-English Learners	64	723	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	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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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	721	719	747	15%	48%	27%	*	*	10%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	46	721	*	729	*	46%	24%	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	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	36	722	719	747	*	44%	*	*	*	11%	47%
Male	31	720	719	747	*	52%	*	*	*	10%	47%
Economically Disadvantaged Students	48	720	*	732	*	*	*	*	*	10%	27%
Non-Economically Disadvantaged Students	19	721	*	757	*	*	*	*	*	11%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	18	711	707	718	*	*	*	*	*	*	12%
Non-English Learners	49	724	721	749	*	*	*	*	*	*	49%
Homeless Students	N	N	723	723	N	N	N	N	N	N	17%
Students in Foster Care	N	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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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	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	66.3%	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	66	*	*
3-4	51	*	*
5 or more	25	84.0%	16.0%



Berkeley Terrace Elementary School

(13-2330-080)

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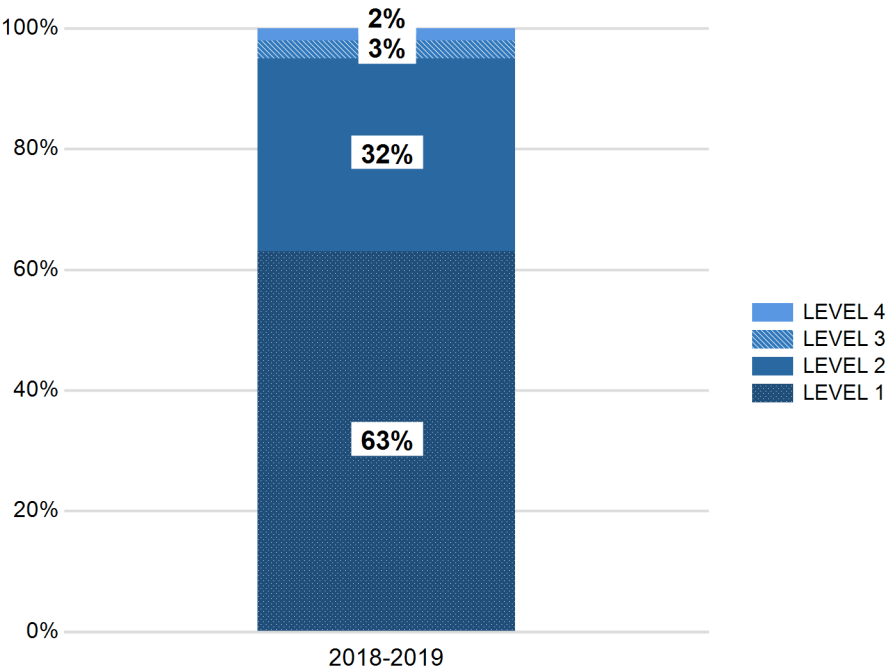
2018-2019

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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	63	32	3	2
White	N	N	N	N
Hispanic	65	35	0	0
Black or African American	62	31	4	2
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	39	6	0
Male	72	24	0	3
Economically Disadvantaged Students	63	33	4	0
Non-Economically Disadvantaged Students	63	32	0	5
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	67	33	0	0
Non-English Learners	62	32	4	2
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



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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.

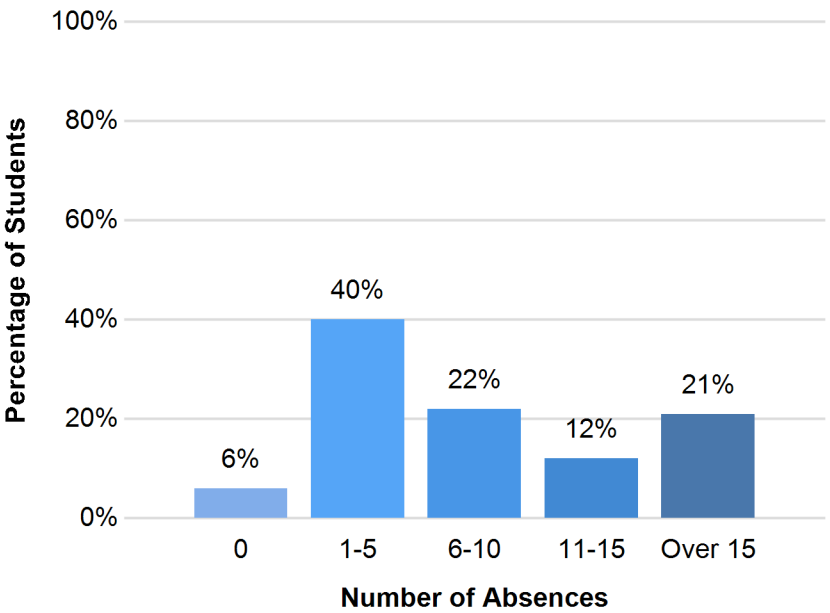
Chronic Absenteeism

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	81	17.6	8.9	Not Met
White	*	*	**	**
Hispanic	15	13.2	8.9	Not Met
Black or African American	63	18.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	45	19.9		
Male	36	15.4		
Economically Disadvantaged Students	60	17.2	8.9	Not Met
Students with Disabilities	11	15.5	8.9	Not Met
English Learners	13	8.7	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.





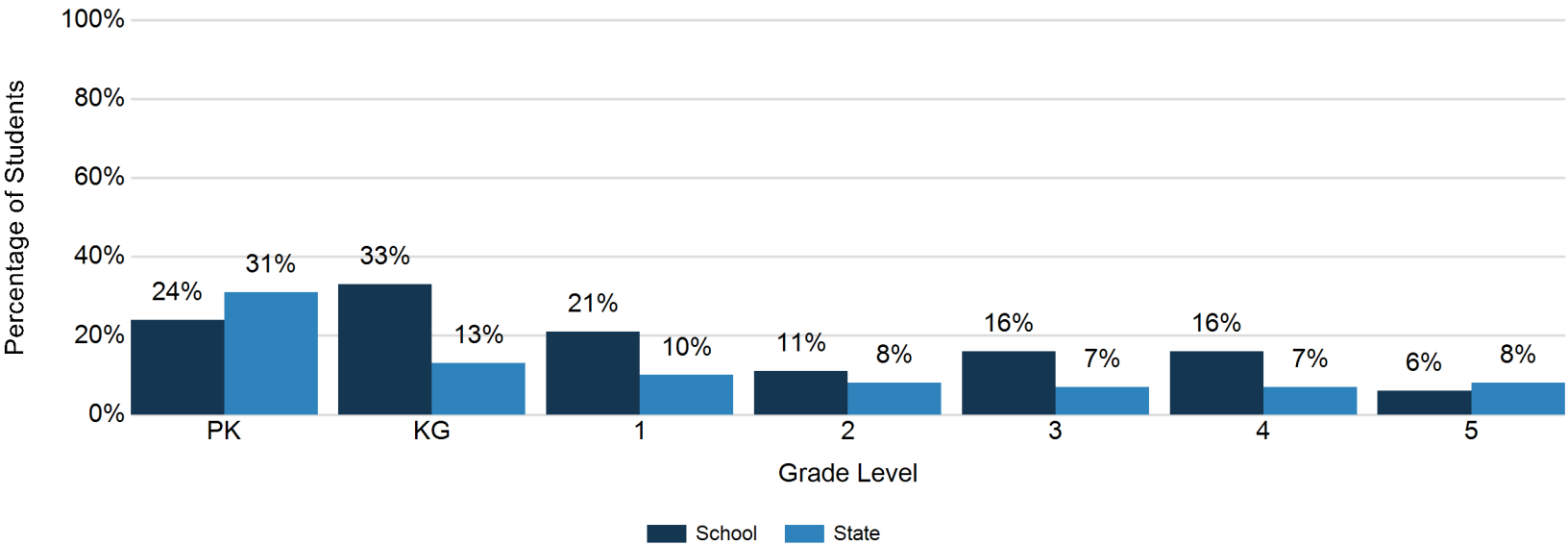
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Chronic Absenteeism by Grade

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





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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	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.81

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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

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

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	13	2.6%
Any Suspension	13	2.6%
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
38



Berkeley Terrace Elementary School

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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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	1.2:1



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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	32	118,214
Average years experience in public schools	9.3	12.1
Average years experience in district	8.4	10.8
Percentage of Teachers with 4 or more years experience in the district	59.4%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	15:1	15:1
Students to Administrators	491:1	223:1
Teachers to Administrators	32:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	48.7%	93.8%	100.0%	48.4%	77.1%	54.9%
Male	51.3%	6.3%	0.0%	51.6%	22.9%	45.1%
White	0.4%	46.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	25.7%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	71.7%	46.9%	100.0%	15.0%	6.6%	13.9%
Asian	1.4%	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	0.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Berkeley Terrace Elementary School
(13-2330-080)
Grades Offered: PK-05
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.7%



Berkeley Terrace Elementary 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.



Berkeley Terrace Elementary School

(13-2330-080)

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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.



Berkeley Terrace Elementary School

(13-2330-080)

Grades Offered: PK-05

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

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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](#).

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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	24.5%	28.8%	25.5%
Math Proficiency	21.5%	18.5%	22.7%
ELA Growth	46	44	38
Math Growth	24	41	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		63.9%	66.3%
Chronic Absenteeism	17.9%	17.3%	17.6%

† 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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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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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	Not Met	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	Met Target†	Not Met	Not Met	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	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target†	Not Met	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).



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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:	- We host a “Back to School Night” which is an opportunity for parents to receive information on facilities, curriculum and instruction. Berkeley hosts a minimum of two monthly parent workshops. - We held “Friday Night Lights” which is a multicultural event for staff, students, and parents to experience ethnic food, cultural dance, and music that represents the diversity of our scholars. - We co-sponsor Parent Academies with local agencies. During these academies, parents engage in workshops in the areas of curriculum, assessment, and life skills.
 Mission, Vision, Theme:	The mission of Berkeley Terrace Elementary School is to foster an environment that is learner-centered, positive, caring and intellectually stimulating for our students. Our staff collaborates to develop a superior educational program for all of our students. We work diligently to provide our students with a sound foundation that is comprised of highly engaging instruction and rigorous learning experiences. Our motto is “Berkeley-Where Every Child Succeeds.
 Awards, Recognition, Accomplishments:	Berkeley Terrace School has received many accolades and awards in recent years. Berkeley is home to several outstanding teachers who have produced winners in the many district sponsored essay contests in grades 3 through 5. We also have received recognition and donations from numerous organizations in Irvington and surrounding towns. The Berkeley Terrace Basketball Team placed number one in our division.



Berkeley Terrace Elementary School

(13-2330-080)

Grades Offered: PK-05

2018-2019

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Courses, Curriculum, Instruction:

Berkeley Terrace is committed to providing a quality education in order to ensure that our scholars are well-prepared for college and 21st century careers by the end of high school. We offer a print-rich, language and literature-based English Language Arts curriculum utilizing SmartBoards and Chromebooks to support our scholars' love of learning. In mathematics, acquisition of essential skills is enhanced by online assessments, engaging real-world mathematics scenarios, and data-driven instruction.



Sports and Athletics:

Sports Offered: Cheerleading (Girls), Soccer (Coed)



Clubs and Activities:

We offered an array of clubs and after school program choices for our students. Students in grades 3-5 were able to participate in our after school enrichment or our skills enhancement programs. Students in grades 4 and 5 were able to participate in our Student Council. Students in grade 2 and 3 were able to join the Homework club. The school also offered Yearbook, Soccer, Basketball, and Play Unified clubs as well.



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 Before and After School Programs:	At Berkeley Terrace School, we have an I-Ready After School Program that gives our scholars additional time to improve their comprehension skills. The program is data-driven and sequential. For students who need support in mathematics and problem solving, we offer I-Ready instruction after school as well. We also sponsor an Enrichment Program for scholars who enjoy English Language Arts and Mathematics. In this Enrichment Program, the focus is to spend quality time engaging and discussing rigorous academic problems and developing real-world standard based projects.
 Staff and Professional Learning:	Staff members are provided with various professional learning choices. Every content area supervisor provides a list of after school professional development sessions offered throughout the year. The school allows teachers to choose out of district workshops to attend and submit for administrative approval. Berkeley provides additional learning choices at faculty meetings, common planning, and after school workshops.



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Student Health and Wellness:	The Health and Safety Committee provide workshops for students to promote healthy habits.
Parent and Community Involvement:	Berkeley has a Parent Coordinator who plans many events for parents. She offers demonstrations on how to utilize the Parent Portal and she also assists the parents with accessing the Home/School areas in our Reading Wonders and EnVision programs. She has forged partnerships with area businesses that offer our families services and support. She also advocates for our parents and gives them helpful information on voting, parental rights, and community affairs.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The climate survey was given in the Fall and the Spring to staff, students, and parents. Spring results were used to plan for the following year. The Annual School Plan Committee worked with administration to incorporate survey results in the budget, instructional program, and events.
 Facilities:	Berkeley Terrace facilities have received various upgrades including new lighting, tiling in certain rooms, and bathroom fixtures for staff and students. State of the art water fountains have been installed in the school. A new gymnasium divider door has been installed, which has enhanced our physical education program.
 School Safety:	The School Safety Team meets monthly to design strategies to ensure that the school physical plant meets or exceeds state standards.



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 Early Childhood Education:	Berkeley Terrace offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and teacher-family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building.
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School Narrative

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 Other Information	The dedicated staff members of Berkeley Terrace are committed to providing our culturally diverse student body with the highest quality educational experience possible. Our teachers strive to increase our scholars' levels of academic performance. Teachers refine their lessons to enhance their instruction in order to raise the level of academic achievement. Teachers incorporate a balance of whole class, small group, and individualized instruction to meet the needs of all scholars. As a collaborative team of parents and educators, we seek to provide our scholars with an environment that is stimulating, safe, and productive. Our goal is to maintain an academic setting that stimulates curiosity and sensitizes scholars to the world they live in. To achieve these objectives, there are many shared opportunities in all aspects of the teaching/learning process. All of the members of our educational community share an important role in providing our scholars with programs and services that will encourage and enrich their love of learning. Scholastic achievement and social development are cultivated and fostered through authentic and meaningful educational experiences. At Berkeley Terrace School, we want our scholars to understand that learning is a lifelong process that starts in the classroom, but can be taken wherever they go. Berkeley Terrace Elementary School celebrates diversity infused with creativity, recognizing the uniqueness of each scholar. Parental involvement is integral to a scholar's success. Our parents are encouraged to be involved at Berkeley Terrace by joining the PTA and/or the School Leadership Council (SLC); attending school assembly programs and Back to School Night; and chaperoning field trips. With the continued support and commitment of all parents, families, and staff, Berkeley Terrace Elementary School will succeed in giving our community's future leaders a rewarding educational experience. At Berkeley, we believe all students will succeed.
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Chancellor Avenue Elementary School
(13-2330-090)
Grades Offered: KG-05
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 at 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	Essex
District	Irvington Public School District
Principal Name	Dr. Winston Jackson
Address	844 CHANCELLOR AVENUE IRVINGTON, NJ 07111
Phone Number	973-399-6858
Email Address	wjackson@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/chancellor-avenue/
Twitter	https://twitter.com/IrvingtonPSD



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	0	0	0
KG	74	88	79
1	83	75	82
2	94	82	78
3	75	94	89
4	76	75	89
5	72	76	77
Total	474	490	494

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	49.8%	49.2%	49.0%
Male	50.2%	50.8%	51.0%
Economically Disadvantaged Students	75.3%	76.3%	76.1%
Students with Disabilities	4.4%	4.9%	5.1%
English Learners	29.1%	32.2%	36.8%
Homeless Students	0.0%	0.0%	0.6%
Students in Foster Care	0.2%	0.0%	0.4%
Military-Connected Students	0.2%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.2%

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	0.2%	0.0%	0.2%
Hispanic	10.5%	9.2%	10.7%
Black or African American	87.3%	90.8%	88.1%
Asian	0.8%	0.0%	0.6%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.8%	0.0%	0.0%

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	0	0	0
KG - Half Day	0	0	0
KG - Full Day	74	88	79

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	42.7%
Haitian	39.3%
Spanish	10.7%
Creoles and pidgins, English	2.0%
French	1.6%
Other Languages	3.6%



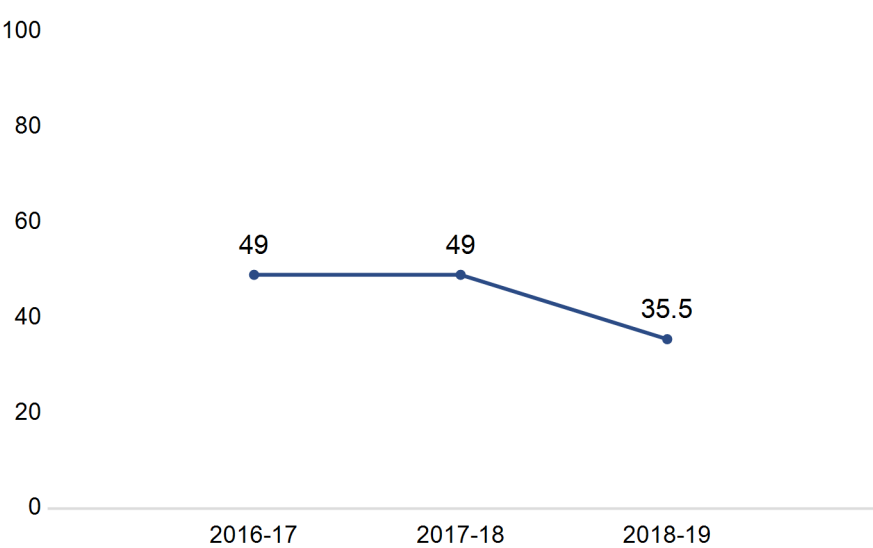
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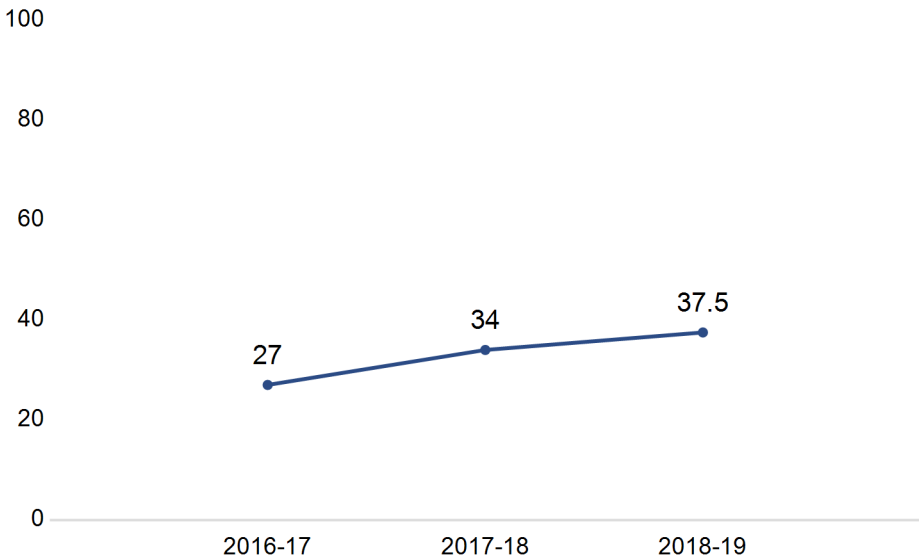
Student Growth Trends and Progress

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	49	49	35.5	27	34	37.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Not Met	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	35.5	47	50	Not Met	37.5	43	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	34	48	49	**	50	45	47	**
Black or African American	37	47	45	Not Met	35	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	44	59	**	N	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	39.5	49	53	N	47	45	50	N
Male	29	44	47	N	28	42	51	N
Economically Disadvantaged Students	38	47	48	Not Met	36.5	43	46	Not Met
Students with Disabilities	40	37.5	43	Met Standard	51.5	36	45	Met Standard
English Learners	32	51	52	Not Met	33	42	50	Not Met
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



Chancellor Avenue Elementary School

(13-2330-090)

Grades Offered: KG-05

2018-2019

Report Key:

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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

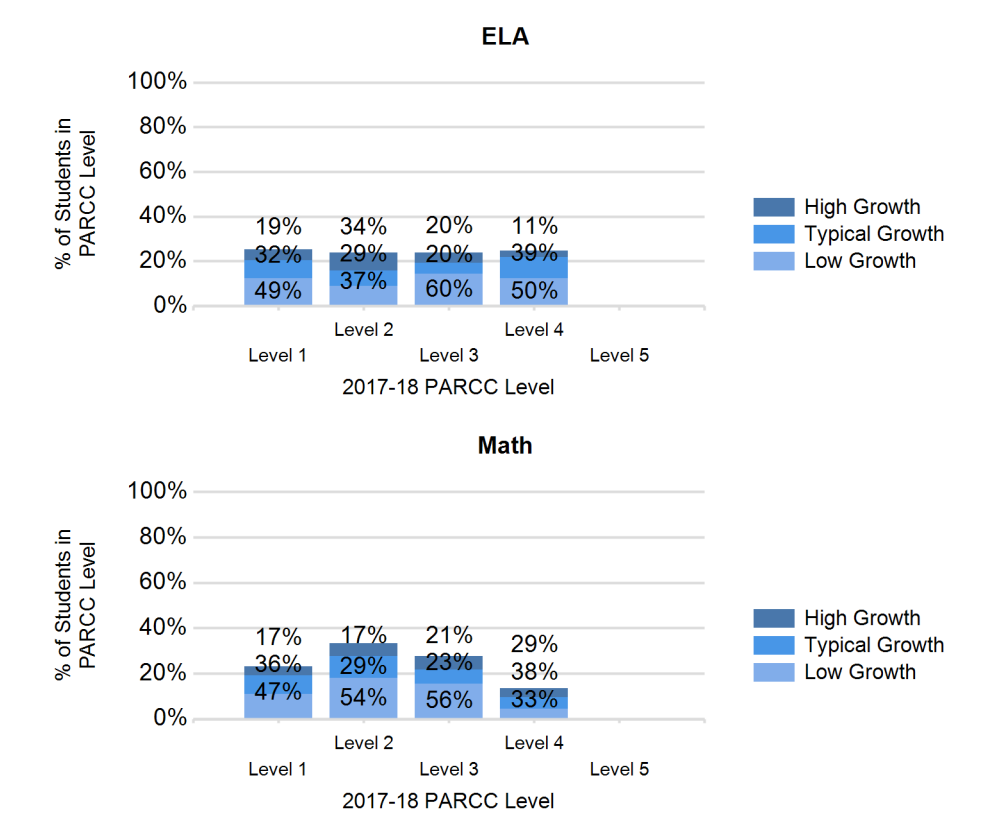
High Growth: Greater than 65

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.

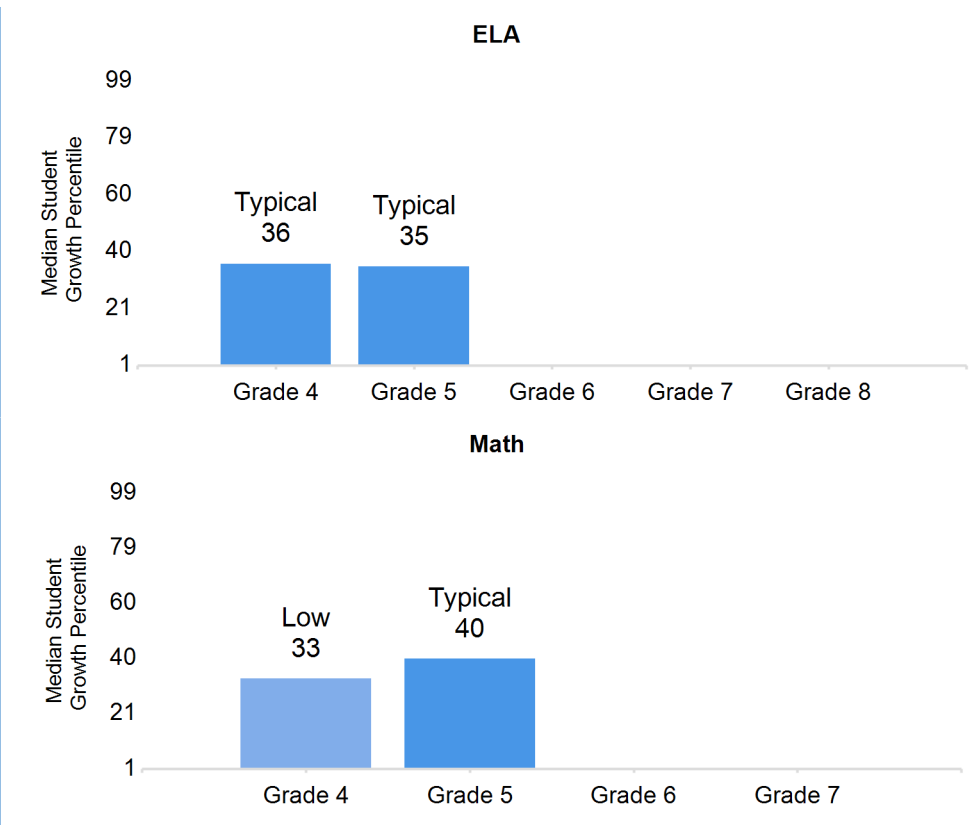
Student Growth by Performance Level

Student Growth by Grade

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.



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





Chancellor Avenue Elementary School

(13-2330-090)

Grades Offered: KG-05

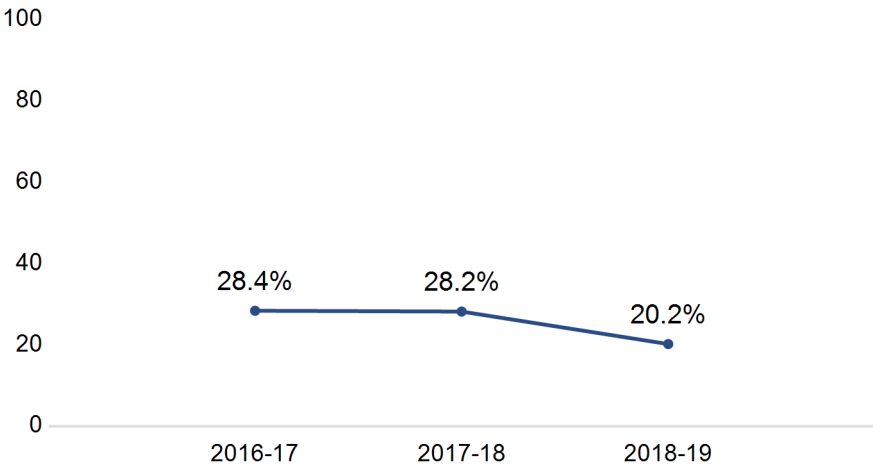
2018-2019

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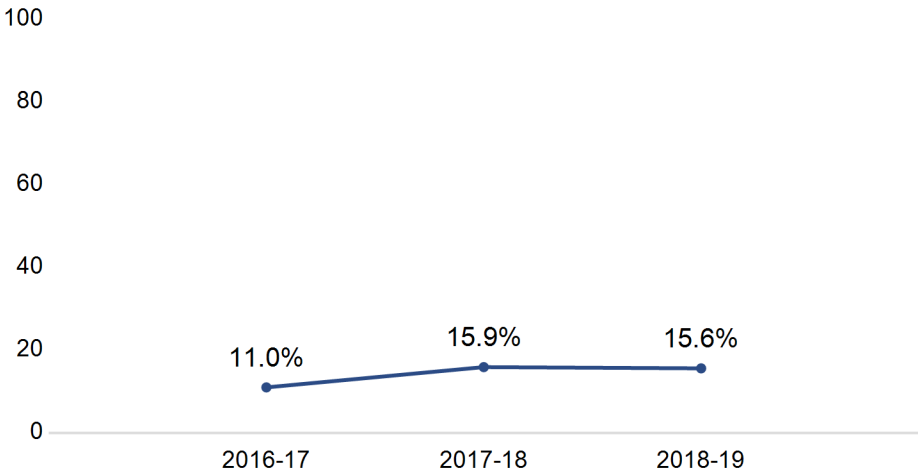
English Language Arts and Mathematics Performance Trends

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	98.7%	95.3%	98.8%	98.3%	98.1%	98.5%
Proficiency Rate for Federal Accountability	28.4%	28.2%	20.2%	11.0%	15.9%	15.6%
Annual Target	29.4%	32.0%	34.7%	19.7%	22.9%	26.0%
Met Annual Target?	Met Target†	Met Target†	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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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	238	98.8	20.2	27.3	57.9	20.2	34.7	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	*	*	*	25.6	43.9	*	32.5	Not Met
Black or African American	212	98.6	20.8	27.6	38.5	20.8	35.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	43.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	119	99.2	25.2	32.7	64.8	25.2		
Male	119	98.4	15.1	22.4	51.3	15.1		
Economically Disadvantaged Students	183	99.5	18.6	27.3	40.0	18.6	34.6	Not Met
Non-Economically Disadvantaged Students	55	96.6	25.5	27.3	67.9	25.5		
Students with Disabilities	29	96.8	*	*	22.7	*	11.9	Met Target†
Students without Disabilities	209	99.1	*	*	65.1	*		
English Learners	95	100.0	*	16.2	29.3	*	21.4	Not Met
Non-English Learners	143	98.1	*	30.7	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.8	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

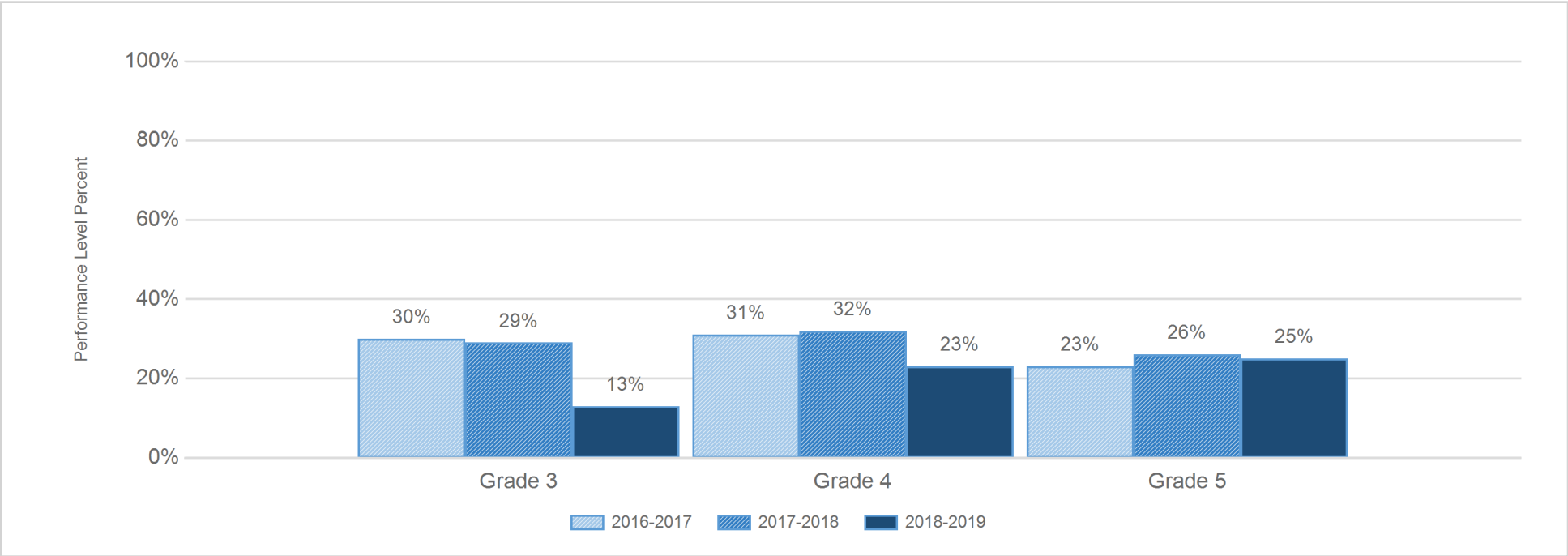


Chancellor Avenue Elementary School
(13-2330-090)
Grades Offered: KG-05
2018-2019

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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	83	709	722	748	47%	19%	20%	13%	0%	13%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	12	701	711	734	*	*	*	*	*	*	36%
Black or African American	71	710	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	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	41	715	727	753	*	*	*	*	*	*	55%
Male	42	702	718	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	62	706	722	731	*	*	*	*	*	11%	33%
Non-Economically Disadvantaged Students	21	715	723	759	*	*	*	*	*	19%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	26	690	701	713	*	*	*	*	*	*	17%
Non-English Learners	57	717	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	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	84	726	731	755	25%	24%	29%	*	*	23%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	43	734	737	760	*	*	*	*	*	26%	62%
Male	41	718	725	750	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	65	725	*	740	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	19	730	*	765	*	*	*	*	*	32%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	761	*	*	*	*	*	*	64%
English Learners	28	699	711	720	*	*	*	*	*	*	17%
Non-English Learners	56	740	736	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	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	79	724	730	756	25%	25%	24%	*	*	25%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	72	725	730	739	25%	24%	25%	*	*	26%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	38	728	733	761	*	*	*	*	*	29%	64%
Male	41	721	727	750	*	*	*	*	*	22%	52%
Economically Disadvantaged Students	62	726	*	740	*	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	17	717	*	766	*	*	*	*	*	24%	69%
Students with Disabilities	14	702	705	724	*	*	*	*	*	*	23%
Students without Disabilities	65	729	734	762	*	*	*	*	*	*	65%
English Learners	13	701	712	713	*	*	*	*	*	*	11%
Non-English Learners	66	729	733	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	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%



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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	250	98.5	15.6	*	44.5	15.6	26	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	14.6	28.8	*	33.2	Met Target†
Black or African American	223	98.7	15.2	14.4	23.0	15.2	24.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	23.3	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	124	99.2	16.1	*	44.9	16.1		
Male	126	97.8	15.1	*	44.2	15.1		
Economically Disadvantaged Students	188	99.0	14.4	15.5	26.3	14.4	28.2	Not Met
Non-Economically Disadvantaged Students	62	97.0	19.4	11.5	54.9	19.4		
Students with Disabilities	29	93.5	*	*	17.4	*	8	Met Target†
Students without Disabilities	221	99.1	*	*	50.0	*		
English Learners	107	100.0	*	*	25.0	*	18.9	Not Met
Non-English Learners	143	97.4	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

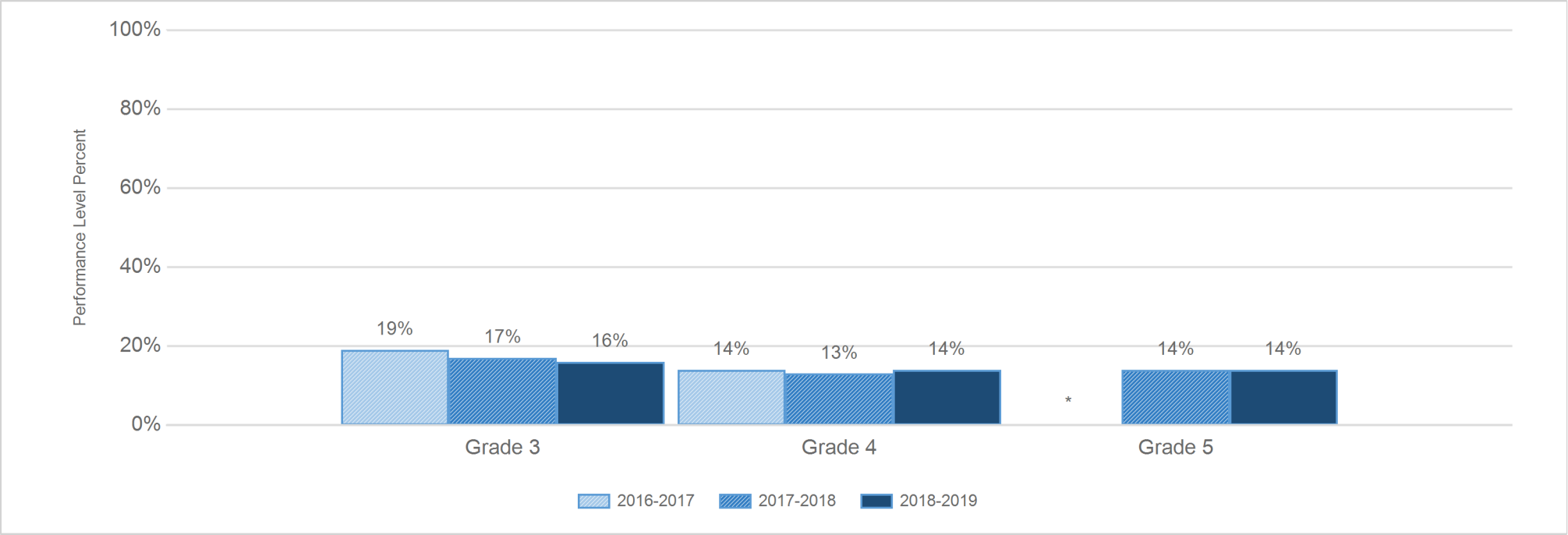


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Mathematics Assessment – Performance Trends

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 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	87	722	732	752	25%	29%	30%	*	*	16%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	13	723	732	739	*	*	*	*	*	15%	40%
Black or African American	74	721	732	735	*	*	28%	*	*	16%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	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	42	726	733	751	*	*	*	*	*	*	54%
Male	45	718	731	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	64	719	*	737	*	*	*	*	*	14%	37%
Non-Economically Disadvantaged Students	23	728	*	761	*	*	*	*	*	22%	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	31	708	723	728	*	*	*	*	*	*	26%
Non-English Learners	56	729	735	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	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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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	90	718	724	749	30%	33%	22%	*	*	14%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	720	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	47	721	725	749	26%	36%	*	*	*	13%	50%
Male	43	714	723	749	35%	30%	*	*	*	16%	52%
Economically Disadvantaged Students	68	719	*	734	*	*	*	*	*	13%	32%
Non-Economically Disadvantaged Students	22	715	*	759	*	*	*	*	*	18%	63%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	34	700	707	722	*	*	*	*	*	*	18%
Non-English Learners	56	729	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	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%



Chancellor Avenue Elementary School

(13-2330-090)

Grades Offered: KG-05

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	85	718	719	747	27%	44%	15%	*	*	14%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	76	719	*	729	26%	45%	16%	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	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	40	718	719	747	*	*	*	*	*	*	47%
Male	45	718	719	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	66	718	*	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	19	718	*	757	*	*	*	*	*	16%	59%
Students with Disabilities	14	719	713	725	*	*	*	*	*	*	19%
Students without Disabilities	71	718	720	752	*	*	*	*	*	*	52%
English Learners	19	705	707	718	*	*	*	*	*	*	12%
Non-English Learners	66	722	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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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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

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	57.6%	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	68	*	*
3-4	75	84.0%	16.0%
5 or more	37	83.8%	16.2%



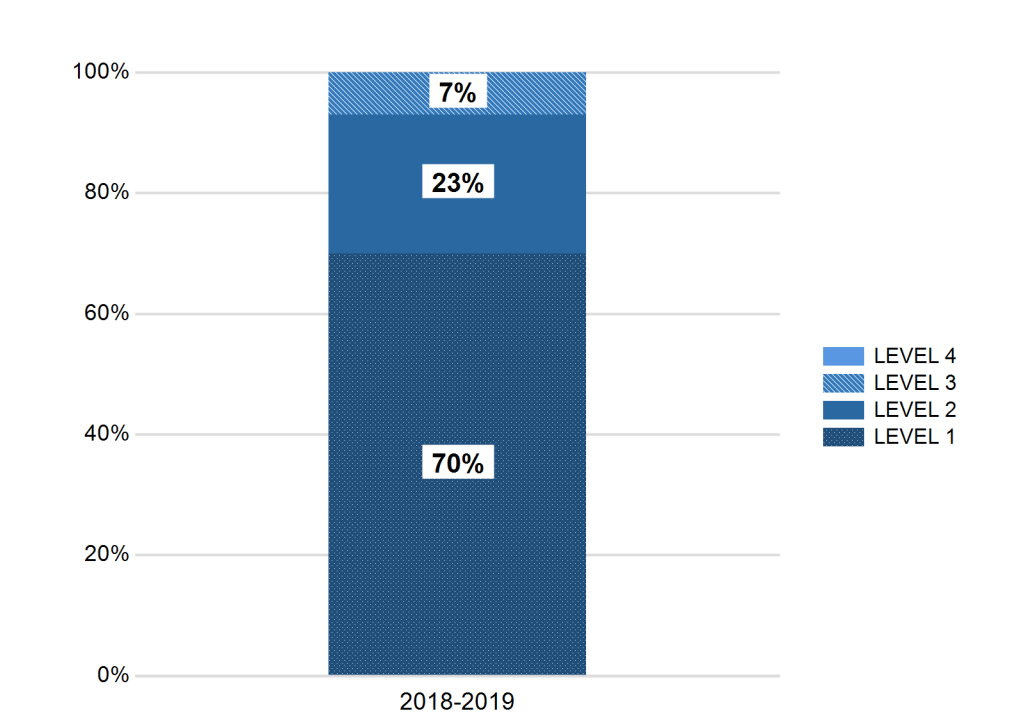
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	23	7	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	67	25	8	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	69	26	5	0
Male	70	20	9	0
Economically Disadvantaged Students	67	25	7	0
Non-Economically Disadvantaged Students	81	13	6	0
Students with Disabilities	79	21	0	0
Students without Disabilities	68	23	9	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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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.

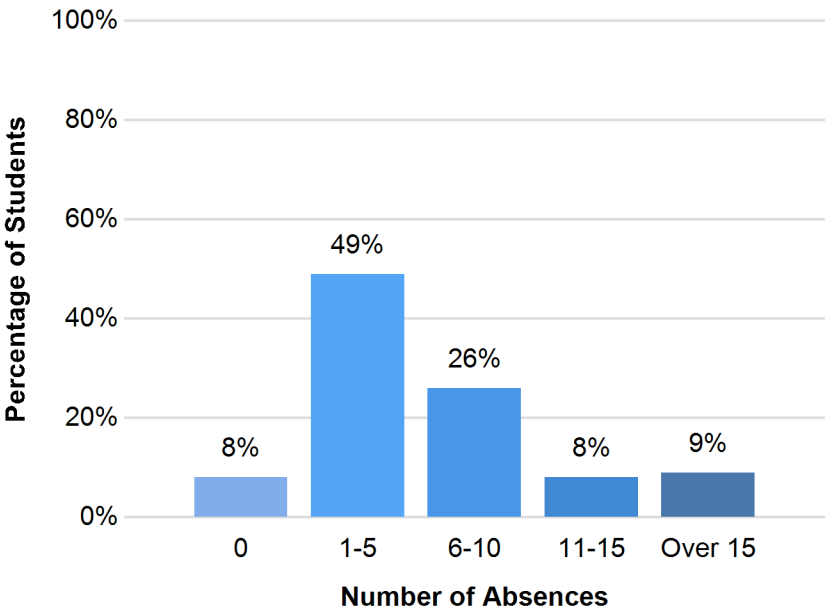
Chronic Absenteeism

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	35	7.1	8.9	Met
White	*	*	**	**
Hispanic	7	12.7	8.9	Not Met
Black or African American	28	6.5	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	6.6		
Male	19	7.6		
Economically Disadvantaged Students	24	6.3	8.9	Met
Students with Disabilities	4	12.9	8.9	Not Met
English Learners	5	2.7	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





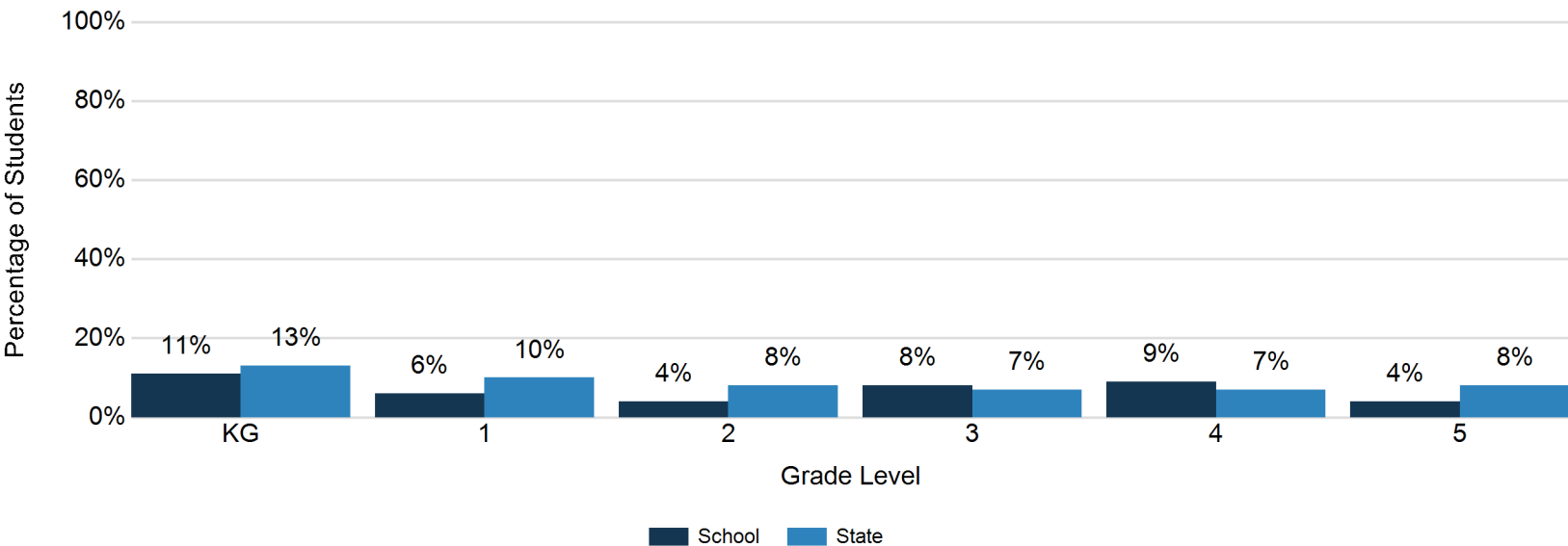
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Chronic Absenteeism by Grade

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





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(13-2330-090)

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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	17
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	3.64

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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

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

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	22	4.5%
Any Suspension	22	4.5%
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
63



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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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	1.0:1



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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	29	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	62.1%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	17:1	15:1
Students to Administrators	494:1	223:1
Teachers to Administrators	29:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	49.0%	82.8%	0.0%	48.4%	77.1%	54.9%
Male	51.0%	17.2%	100.0%	51.6%	22.9%	45.1%
White	0.2%	24.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	10.7%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	88.1%	69.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.6%	3.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	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	0.0%	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



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.7%



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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	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.



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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](#).

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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.4%	28.2%	20.2%
Math Proficiency	11.0%	15.9%	15.6%
ELA Growth	49	49	36
Math Growth	27	34	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		39.3%	57.6%
Chronic Absenteeism	6.8%	8.2%	7.1%

† 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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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	Not Met	Not Met	Met Target	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target†	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	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	Not Met	Not Met	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	Not Met	Not Met	Met	No

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



Chancellor Avenue Elementary School
(13-2330-090)
Grades Offered: KG-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.



Highlights:

- Chat and Chew with the Principal sessions are held to provide parents with an opportunity to meet with the principal to discuss curriculum, instruction, assessment, and programs.
- Summer and Spring Community Walks are held in which the principal and staff visit homes to meet and speak with parents.
- Family Game Night is held to provide an opportunity for students, parents and families to build collaborative relationships.



Mission, Vision, Theme:

Chancellor Avenue Elementary School is a diverse community of K-5 students. We are committed to pursuing academic excellence and developing character and creativity in our students. Our mission is to provide a learning environment that is rich with experiences to enhance the cognitive, social, and emotional development of the whole child so each student is prepared to be a shaping force for the 21st century.



Awards, Recognition, Accomplishments:

Chancellor Avenue School students have been recognized for many accomplishments. A Grade 5 scholar placed 1st in the Irvington Public Schools Spelling Bee Competition. One Grade 1 student placed 1st and one Grade 3 student placed 1st in the Irvington Fire Prevention and Protection Association Poster Contest. Two students achieved 3rd Place in the Martin Luther King Jr. Essay Contest, one in Grade 3 and one in Grade 4. Chancellor has received recognition and donations from numerous organizations in Irvington and surrounding towns. Chancellor has also been awarded the Whole School, Whole Child, Whole Community (WSCC) Program grant. The three-year grant supports the implementation of health and wellness activities and events for students, families and staff.



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 Courses, Curriculum, Instruction:	Chancellor Avenue Elementary School exemplifies the District’s commitment to academic excellence. Our comprehensive integrated curriculum is aligned to the New Jersey Student Learning Standards and is implemented by our highly trained educators using current, evidence-based practices. We set high academic standards while simultaneously developing intellectual curiosity and independence of thought.
 Sports and Athletics:	Sports Offered: Cheerleading (Girls)



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 Before and After School Programs:	Chancellor offers an After School Enrichment program, an After School Enhancement program and an After School Bilingual program that serves students in grades 3 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessments. The program is taught by highly qualified teachers who are required to maintain progress data for each student. The teachers provide re-teaching and/or acceleration as needed.
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Chancellor Avenue Elementary School

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 Parent and Community Involvement:	Chancellor is a community-based school providing resources and services to parents and opportunities for parents to share responsibility for their children’s success. To strengthen our partnership with parents, we conduct Community Walks, Parent Meetings, and Chat & Chew with the Principal sessions. Chat & Chew with the Principal sessions are open-forums for parents to discuss various topics and concerns with the principal.
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 Facilities:	Chancellor Avenue School is a classic American school building that maintains much of its original style. We have an auditorium that is used daily with a seating capacity of 550. All classrooms are equipped with interactive SmartBoards or Clear Touch Boards. Chancellor is equipped with wireless access points throughout the building to effectively support teaching and learning. Chromebook carts have been purchased for the last six years to infuse technology into instruction.
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School Narrative

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 Other Information	Chancellor Avenue School provides an environment in which every student is respected and given the opportunity to develop strong character, attitudes, and values. Character education is taught through The Six Pillars of Character Education: trustworthiness, respect, responsibility, fairness, caring and citizenship and The Ten Traits of the Irvington Public Schools: respect, responsibility, empathy, compassion, attitude, motivation, accountability, persistence, trustworthiness, integrity. We begin each day with Morning Convocation, a structured celebration of school pride and affirmation of our greatness. Sample activities include the recitation of school pledges and rules, the singing of patriotic and motivational songs, and the presentation of daily announcements. Students and staff are regularly recognized on their birthday and for academic and personal accomplishments. Morning Convocation energizes and focuses the entire community on achieving their full academic and social potential throughout the day. We celebrate the personal and academic accomplishments each quarter during our Marking Period Awards Ceremonies. Our most unique and exciting program is called "Picture Me Tomorrow." It is an integration of character education, career awareness and goal setting. Students engage in career research, compose grade appropriate essays on a chosen profession, and then come to school on Halloween dressed in career attire. We have a Chorus that practices for performances that are presented at the school and throughout the city. We promote parental involvement by encouraging parents to join the PTA and/or the School Leadership Council (SLC); attend school assembly programs and Back to School Night; and chaperone field trips. We are committed to preparing our students to be 21st century thinkers and learners and college and career ready.
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Florence Avenue Elementary School
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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 at 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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(13-2330-100)
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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	Essex
District	Irvington Public School District
Principal Name	Ms. Mary Michailidis
Address	1324 SPRINGFIELD AVENUE IRVINGTON, NJ 07111-1916
Phone Number	973-399-6861
Email Address	mmichailidis@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/florence-avenue/
Twitter	https://twitter.com/IrvingtonPSD



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	114	113	104
1	102	120	122
2	114	105	117
3	101	120	107
4	103	102	116
5	105	101	102
Total	639	661	668

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	52.4%	51.0%	49.3%
Male	47.6%	49.0%	50.7%
Economically Disadvantaged Students	75.3%	77.3%	81.7%
Students with Disabilities	2.5%	2.7%	3.0%
English Learners	34.3%	31.8%	38.0%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.2%	0.5%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	0.2%	0.2%	0.0%
Hispanic	37.6%	39.2%	41.0%
Black or African American	61.3%	59.5%	57.8%
Asian	0.3%	0.5%	0.4%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.4%
American Indian or Alaska Native	0.2%	0.3%	0.1%
Two or More Races	0.2%	0.2%	0.1%

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	114	113	104

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	39.1%
English	34.3%
Haitian	22.9%
Other Languages	3.7%



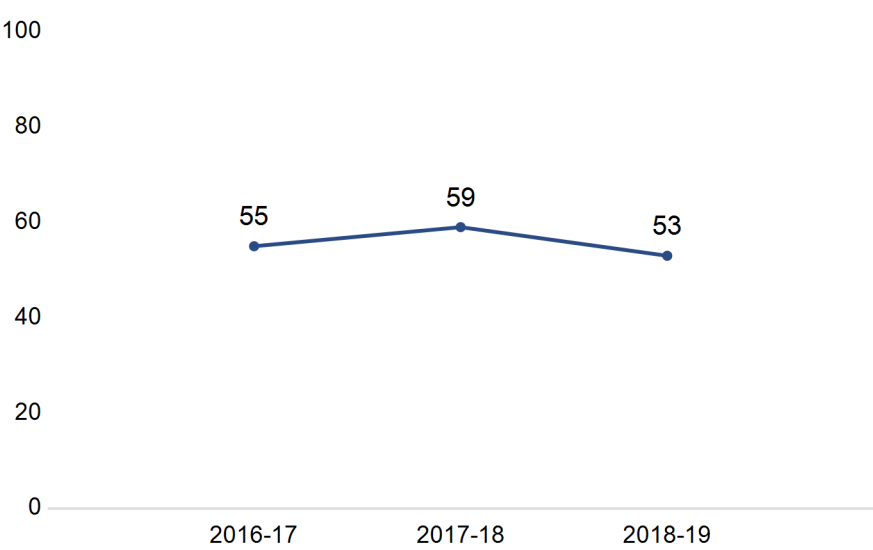
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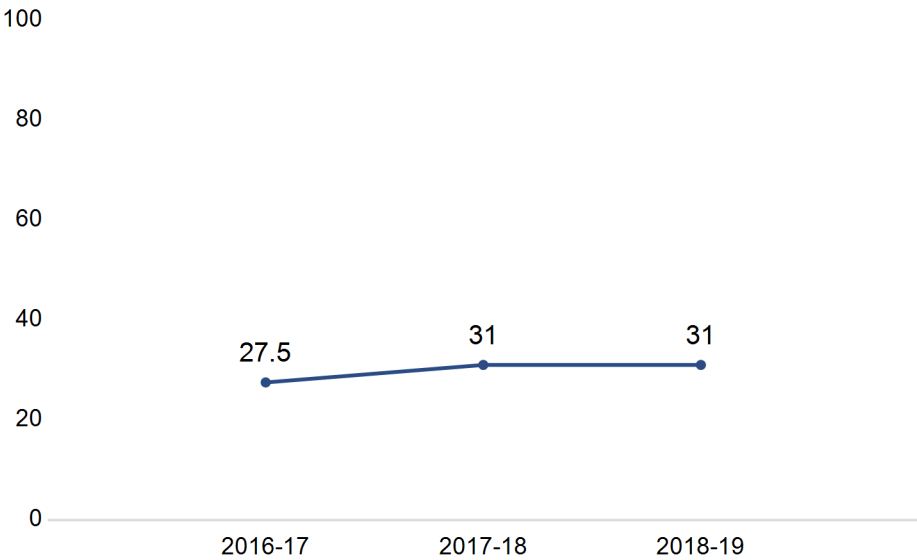
Student Growth Trends and Progress

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	55	59	53	27.5	31	31
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	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	47	50	Met Standard	31	43	50	Not Met
White	N	*	50	**	N	*	52	**
Hispanic	61	48	49	Exceeds Standard	28.5	45	47	Not Met
Black or African American	47	47	45	Met Standard	32	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44	59	**	*	59	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	56	49	53	N	32	45	50	N
Male	51	44	47	N	28	42	51	N
Economically Disadvantaged Students	56.5	47	48	Met Standard	31	43	46	Not Met
Students with Disabilities	48	37.5	43	**	43	36	45	**
English Learners	64	51	52	Exceeds Standard	34	42	50	Not Met
Homeless Students	N	43	43	N	N	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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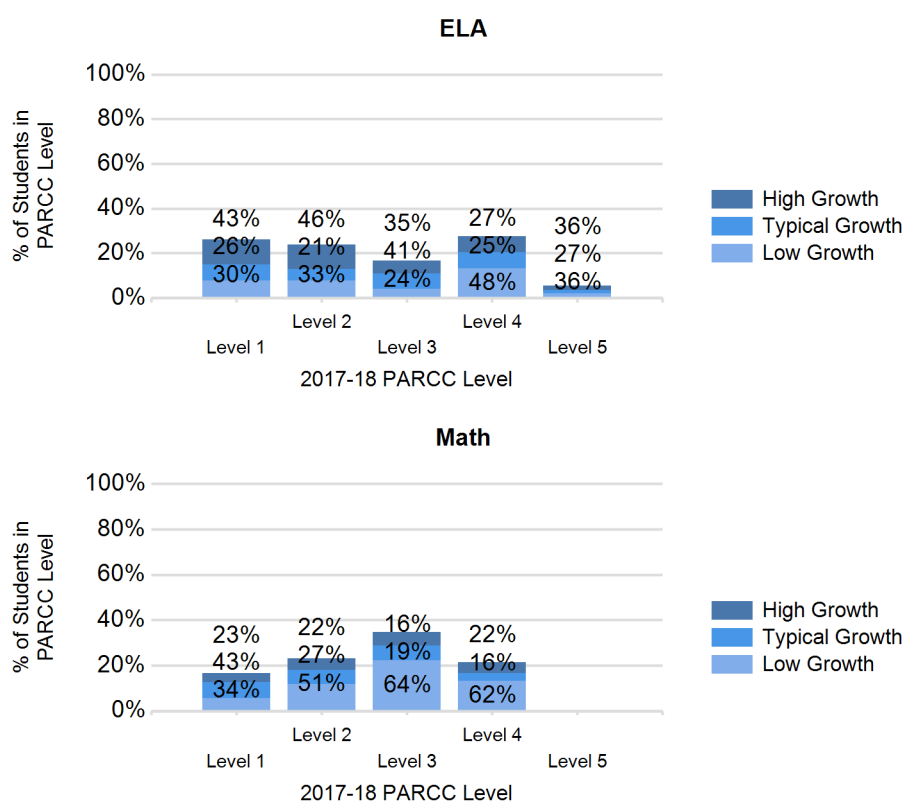
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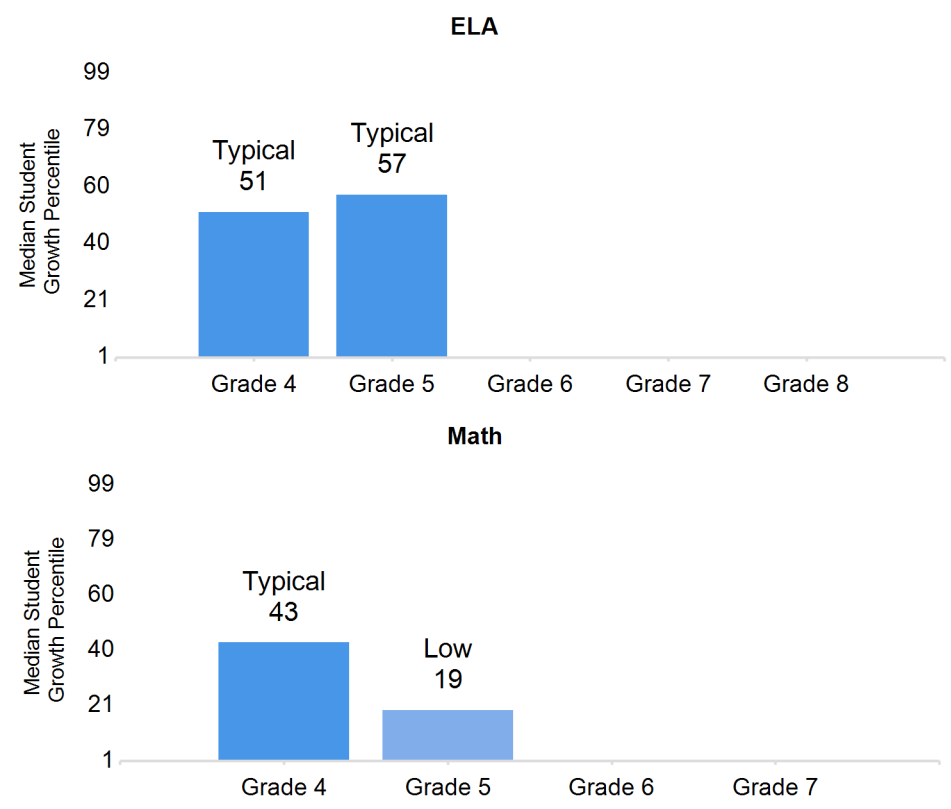
Student Growth by Performance Level

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.



Student Growth by Grade

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





Florence Avenue Elementary School

(13-2330-100)

Grades Offered: KG-05

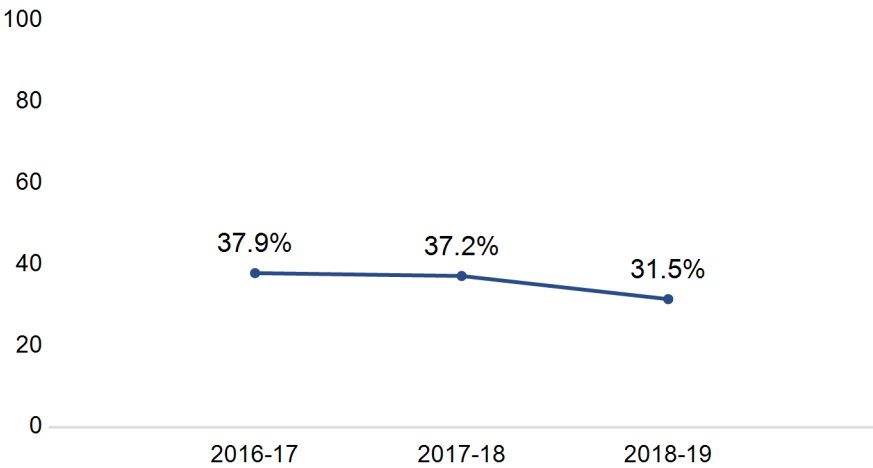
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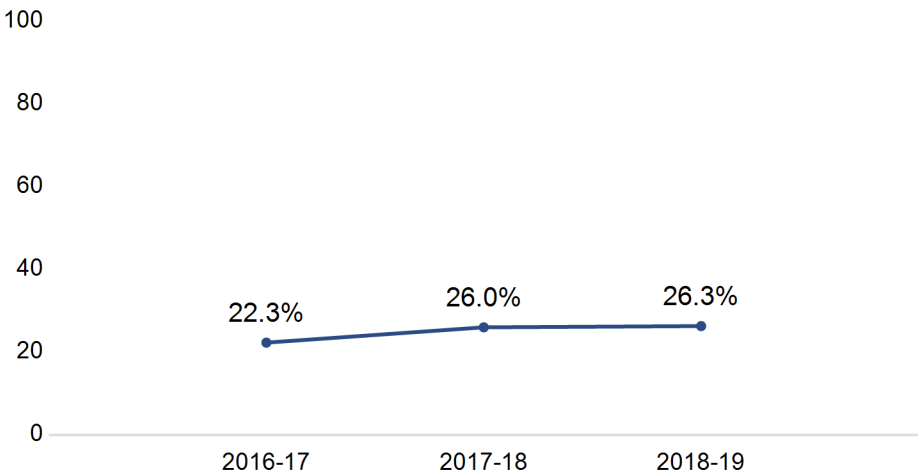
English Language Arts and Mathematics Performance Trends

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	99.7%	98.8%	99.4%	99.7%	98.6%	99.4%
Proficiency Rate for Federal Accountability	37.9%	37.2%	31.5%	22.3%	26.0%	26.3%
Annual Target	30.3%	32.9%	35.5%	30.2%	32.8%	35.5%
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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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	317	99.4	31.5	27.3	57.9	31.5	35.5	Met Target†
White	N	N	N	*	66.9	N	**	**
Hispanic	123	100.0	25.2	25.6	43.9	25.2	33.2	Not Met
Black or African American	190	99.0	35.3	27.6	38.5	35.3	35	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	148	100.0	37.2	32.7	64.8	37.2		
Male	169	98.9	26.6	22.4	51.3	26.6		
Economically Disadvantaged Students	260	99.3	31.5	27.3	40.0	31.5	35.5	Met Target†
Non-Economically Disadvantaged Students	57	100.0	31.6	27.3	67.9	31.6		
Students with Disabilities	22	96.0	13.6	*	22.7	13.6	11.3	Met Target
Students without Disabilities	295	99.7	32.9	*	65.1	32.9		
English Learners	119	100.0	15.1	16.2	29.3	15.1	21.6	Not Met
Non-English Learners	198	99.0	41.4	30.7	60.6	41.4		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	*	*	*	18.8	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

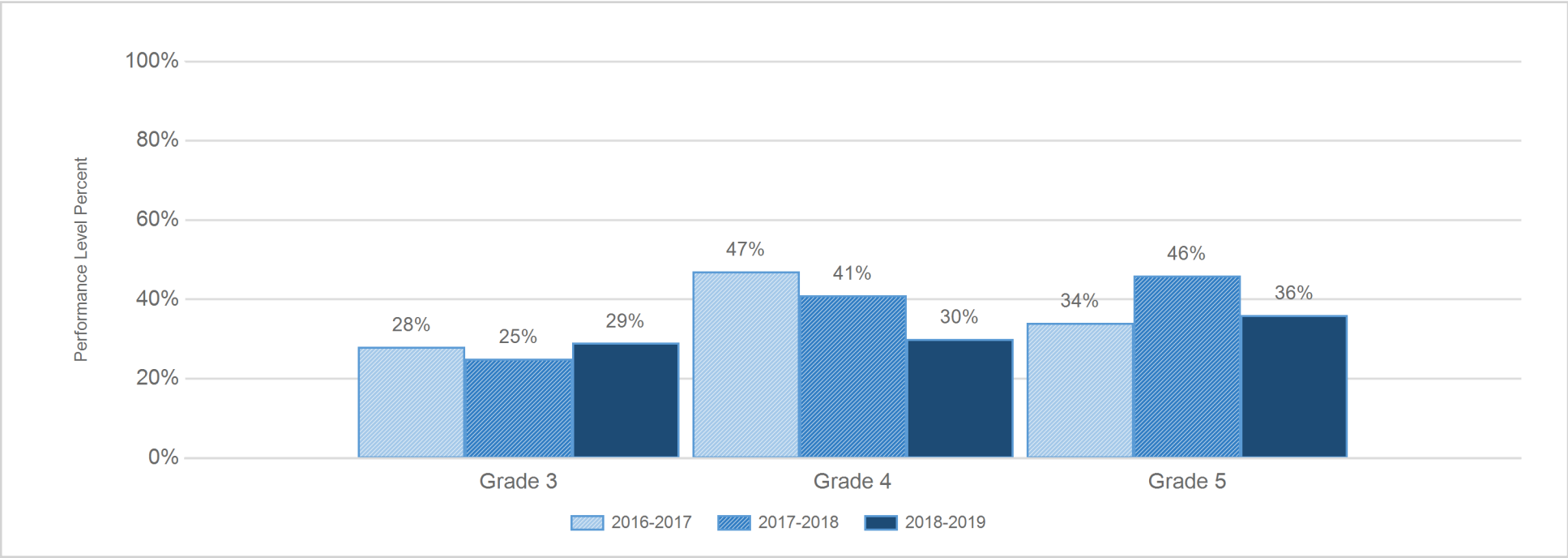


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English Language Arts Assessment - Performance Trends

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	105	727	722	748	28%	26%	18%	*	*	29%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	711	734	*	*	*	*	*	*	36%
Black or African American	59	740	*	731	17%	25%	20%	*	*	37%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	47	732	727	753	*	32%	*	*	*	32%	55%
Male	58	723	718	743	*	21%	*	*	*	26%	46%
Economically Disadvantaged Students	86	727	722	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	19	724	723	759	*	*	*	*	*	32%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	35	699	701	713	*	*	*	*	*	*	17%
Non-English Learners	70	741	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Florence Avenue Elementary School

(13-2330-100)

Grades Offered: KG-05

2018-2019

Report Key:
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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	122	729	731	755	20%	26%	24%	*	*	30%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	75	727	731	739	23%	25%	20%	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	56	738	737	760	*	25%	25%	*	*	38%	62%
Male	66	722	725	750	*	27%	23%	*	*	24%	53%
Economically Disadvantaged Students	100	730	*	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	22	725	*	765	*	*	*	*	*	27%	69%
Students with Disabilities	10	698	705	725	*	*	*	*	*	*	25%
Students without Disabilities	112	732	734	761	*	*	*	*	*	*	64%
English Learners	38	712	711	720	*	*	*	*	*	*	17%
Non-English Learners	84	737	736	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	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Florence Avenue Elementary School

(13-2330-100)

Grades Offered: KG-05

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	101	740	730	756	12%	23%	30%	*	*	36%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	63	743	730	739	*	24%	35%	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	52	744	733	761	*	23%	29%	*	*	40%	64%
Male	49	734	727	750	*	22%	31%	*	*	31%	52%
Economically Disadvantaged Students	79	740	*	740	*	*	*	*	*	34%	39%
Non-Economically Disadvantaged Students	22	737	*	766	*	*	*	*	*	41%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	65%
English Learners	29	716	712	713	*	38%	*	*	*	10%	11%
Non-English Learners	72	749	733	758	*	17%	*	*	*	46%	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	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%



Florence Avenue Elementary School
(13-2330-100)
Grades Offered: KG-05
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	320	99.4	26.3	*	44.5	26.3	35.5	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	125	100.0	22.4	14.6	28.8	22.4	33.2	Not Met
Black or African American	191	99.0	28.8	14.4	23.0	28.8	35.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	150	100.0	27.3	*	44.9	27.3		
Male	170	98.9	25.3	*	44.2	25.3		
Economically Disadvantaged Students	261	99.3	28.7	15.5	26.3	28.7	36.1	Not Met
Non-Economically Disadvantaged Students	59	100.0	15.3	11.5	54.9	15.3		
Students with Disabilities	22	96.0	*	*	17.4	*	18.6	Not Met
Students without Disabilities	298	99.7	*	*	50.0	*		
English Learners	122	100.0	17.2	*	25.0	17.2	28.5	Not Met
Non-English Learners	198	99.0	31.8	*	46.5	31.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

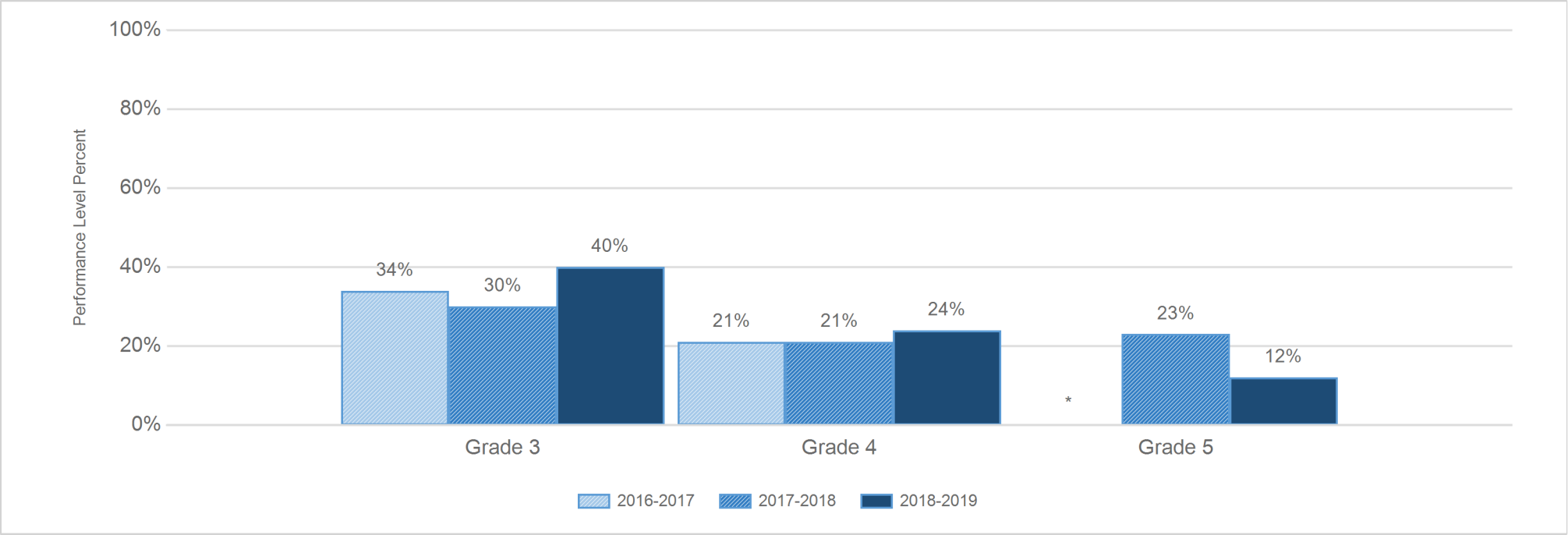


Florence Avenue Elementary School
(13-2330-100)
Grades Offered: KG-05
2018-2019

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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.



Florence Avenue Elementary School

(13-2330-100)

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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	111	739	732	752	11%	20%	30%	*	*	40%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	61	741	732	735	*	16%	28%	*	*	44%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	50	738	733	751	*	*	30%	*	*	40%	54%
Male	61	739	731	752	*	*	30%	*	*	39%	56%
Economically Disadvantaged Students	88	741	*	737	*	*	26%	*	*	43%	37%
Non-Economically Disadvantaged Students	23	728	*	761	*	*	43%	*	*	26%	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	41	731	723	728	*	*	37%	*	*	27%	26%
Non-English Learners	70	743	735	754	*	*	26%	*	*	47%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Florence Avenue Elementary School

(13-2330-100)

Grades Offered: KG-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	123	725	724	749	22%	32%	22%	*	*	24%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	720	737	*	*	*	*	*	*	36%
Black or African American	76	726	725	731	25%	28%	20%	28%	0%	28%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	56	733	725	749	*	30%	*	*	*	29%	50%
Male	67	719	723	749	*	33%	*	*	*	21%	52%
Economically Disadvantaged Students	100	727	*	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	23	719	*	759	*	*	*	*	*	17%	63%
Students with Disabilities	10	698	712	726	*	*	*	*	*	*	25%
Students without Disabilities	113	728	725	754	*	*	*	*	*	*	56%
English Learners	39	703	707	722	*	*	*	*	*	*	18%
Non-English Learners	84	736	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	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%



Florence Avenue Elementary School

(13-2330-100)

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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	104	719	719	747	20%	42%	26%	12%	0%	12%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	64	721	*	729	19%	38%	31%	*	*	13%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	53	721	719	747	*	47%	25%	*	*	13%	47%
Male	51	717	719	747	*	37%	27%	*	*	10%	47%
Economically Disadvantaged Students	79	720	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	25	715	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	32	703	707	718	*	*	*	*	*	*	12%
Non-English Learners	72	726	721	749	*	*	*	*	*	*	49%
Homeless Students	N	N	723	723	N	N	N	N	N	N	17%
Students in Foster Care	N	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%



Florence Avenue Elementary School

(13-2330-100)

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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	*	*

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	56.5%	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	66	*	*
3-4	91	*	*
5 or more	82	81.7%	18.3%



Florence Avenue Elementary School

(13-2330-100)

Grades Offered: KG-05

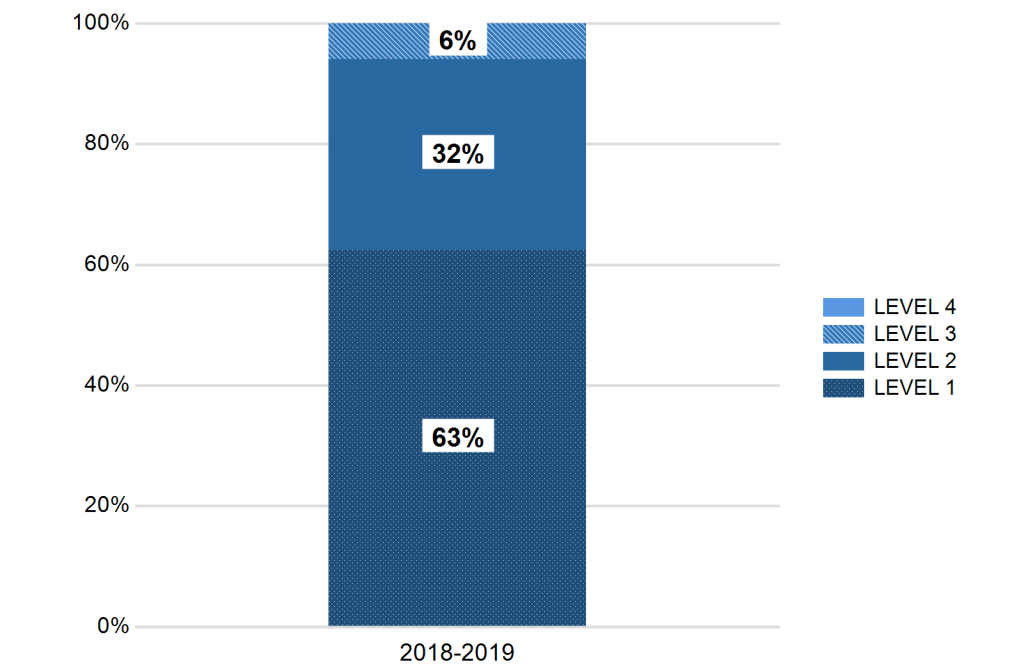
2018-2019

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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	63	32	6	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	62	34	5	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	58	34	8	0
Male	67	29	4	0
Economically Disadvantaged Students	59	33	8	0
Non-Economically Disadvantaged Students	73	27	0	0
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



Florence Avenue Elementary School

(13-2330-100)

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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.

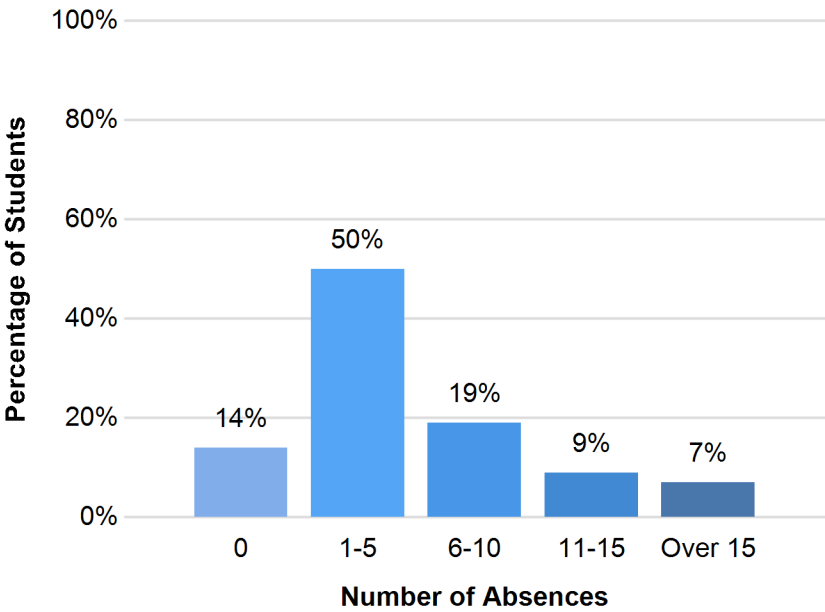
Chronic Absenteeism

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	40	6.0	8.9	Met
White	N	N	N	N
Hispanic	13	5.0	8.9	Met
Black or African American	27	6.7	8.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	5.6		
Male	22	6.4		
Economically Disadvantaged Students	30	5.3	8.9	Met
Students with Disabilities	6	15.8	8.9	Not Met
English Learners	11	4.5	8.9	Met
Homeless Students	N	N		
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.





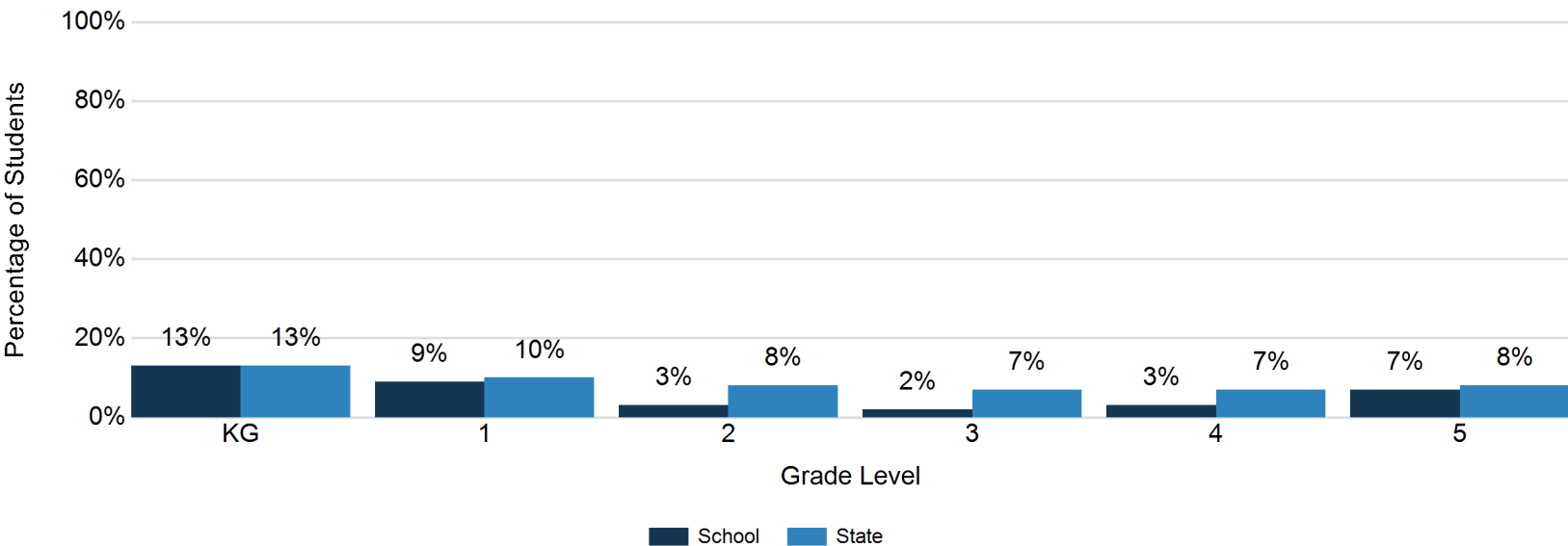
Florence Avenue Elementary School
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2018-2019

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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.





Florence Avenue Elementary School

(13-2330-100)

Grades Offered: KG-05

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.15

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

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

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
11



Florence Avenue Elementary School

(13-2330-100)

Grades Offered: KG-05

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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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	10.5	12.1
Average years experience in district	9.1	10.8
Percentage of Teachers with 4 or more years experience in the district	63.2%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	18:1	15:1
Students to Administrators	668:1	223:1
Teachers to Administrators	38:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



Florence Avenue Elementary School

(13-2330-100)

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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	49.3%	81.6%	0.0%	48.4%	77.1%	54.9%
Male	50.7%	18.4%	100.0%	51.6%	22.9%	45.1%
White	0.0%	28.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	41.0%	7.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	57.8%	55.3%	100.0%	15.0%	6.6%	13.9%
Asian	0.4%	5.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	2.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Florence Avenue Elementary School
(13-2330-100)
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2018-2019

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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.

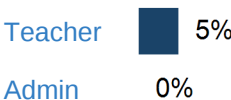
Bachelor's Degree



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.7%



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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	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.



Florence Avenue Elementary School

(13-2330-100)

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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:

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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](#).

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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.9%	37.2%	31.5%
Math Proficiency	22.3%	26.0%	26.3%
ELA Growth	55	59	53
Math Growth	28	31	31
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.7%	56.5%
Chronic Absenteeism	3.5%	7.3%	6.0%

† 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:
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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.



Florence Avenue Elementary School

(13-2330-100)

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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	Met Standard	Not Met	Met Target†	Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	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	Not Met	n/a	Met	No
Students with Disabilities	Met Target	Not Met	**	**	n/a	Not Met	No
English Learners	Not Met	Not Met	Exceeds 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).



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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:	- Back to School Night is an opportunity for parents to receive information regarding facilities, curriculum, and instruction. Parents meet with teachers to discuss academic expectations for the year. - Friday Night Lights is an annual multicultural event in which staff, students, and parents experience ethnic food, cultural dance, and music that represents the diversity of our students. - Bring Your Parent to School Day is an opportunity for parents to shadow their children through the regular school day. Various workshops are provided on parental skills and school policies.
 Mission, Vision, Theme:	As a community of learners, we seek to achieve academic excellence for all students by establishing an environment that promotes diversity utilizing a flexible up-to-date curriculum thoroughly infused with modern technology; higher order thinking skills; and station teaching implemented by a caring, highly qualified staff. Students have access to programs designed to build their self esteem, instill team building characteristics, encourage appropriate social-emotional skills, and provide outlets for physical activities within the school setting. These focus areas will provide our students with the necessary 21st century skills to remain competitive in society and excel in the workplace.
 Awards, Recognition, Accomplishments:	The school has received the following recognition: First Step Recognition for New Jersey Safe Routes to School, EZ-Ride Annual Recognition for Health and Safety Champions for Change; Scholastic Literacy Certificate of Recognition; National PTA School of Excellence Award; and Catch Healthy Grant. In addition, two staff members received the Governor's Educator of the Year Program recognition certificate. The Fresh Fruit and Vegetable grant provides students with an opportunity to taste a variety of fresh fruits and vegetables, learn about nutrition, and learn how to prepare vegetables using various recipes.



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 Courses, Curriculum, Instruction:	Our ELA program, Reading Wonders is aligned to the state standards and uses research-based instruction and differentiated learning opportunities. Our new math curriculum, enVisionMATH is a core program for students in kindergarten through grade 5. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. I-Ready ELA and Math are computer-based programs designed to strengthen student reading comprehension and math levels. The Science program is integrated and exposes scholars to all science genres with participation in Virtual Learning Labs with scientists. The Social Studies curriculum is organized around the central concepts of civics, geography, and economics. Students are provided with the opportunity to participate in our homework club where they can receive assistance with their daily assignments.
 Sports and Athletics:	Sports Offered: Basketball (Coed), Cheerleading (Coed), Soccer (Coed)



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 Before and After School Programs:	The school offers After School Enrichment and Enhancement programs that serve students in grades 3 to 5 by providing assistance with basic skills or advanced skills based on students' individual needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student. The teachers provide re-teaching and/or acceleration as needed.
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 Parent and Community Involvement:	The PTA sponsors Dr. Seuss' Birthday Party, Fall Festival, Celebrity Read Breakfast, refreshments for moving up ceremonies, and trips. Parents are invited to participate in various workshops such as Active Parenting, ELA Strategies, and Writing Skill Labs. Parents also participate in Family Math Night, Friday Night Lights, and various multicultural festivals. With parental permission, the school partners with local businesses and nonprofit organizations to provide students with educational opportunities outside of the classroom.
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The Climate survey is given in the Spring to staff, students, and parents. Results are used to plan for the following school year. The Annual School Plan Committee works with administration to incorporate survey results in the next school year's budget, procedures, and events.
 Facilities:	The school purchased seventeen sets of 24 Chromebooks with Chromebook carts to progress towards one-on-one assistive technology for students. Water fountains were upgraded. Ten classrooms received replacement central air units. Audio-visual equipment was installed in the cafeteria to provide support for parents, students, and staff during events and meetings.
 School Safety:	The school has implemented a school wide written safety plan. This plan includes all major types of emergencies and guidelines for appropriate action. Substitute personnel receive training upon arrival to the school.



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 Technology and STEM:	The school offers students access to various types of technology including computers, Chromebooks, iPads, and Smartboards. Students are encouraged to engage with technology on a daily basis.
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School Narrative

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 Other Information	Florence Avenue is a bustling educational environment where our scholars are encouraged daily to dream. In collaboration with an active group of parents, focused staff, and engaged scholars we endeavor to provide a quality education that exemplifies high expectations and achievement. With a population of over 600 students backed by supportive parents, caring neighbors, and a devoted staff, we strive to build a community of inquiry, where all of our stakeholders work to instill a love of life-long learning in the hearts and minds of our beloved scholars. We work hard to build healthy relationships that will support the achievement of every scholar. This task is essential because the elementary years are a critical time in the development of the skills necessary to achieve personal academic success. We strive to provide our scholars with 21st century skills and competencies in both academics and the arts. We are uncompromising in our focus on rigor and student engagement in the areas of Math, Science, Social Studies, English Language Arts, Fine Arts, and World Language. Our determination is to create self-directed learners who are exposed to diverse experiences, engaged in the optimized use of technology, and coached by caring adults to maximize their potential. We recognize that we have a fiduciary responsibility not only to educate our students on academic subjects, but also to assist their families and communities to strengthen each scholar’s moral fiber, engage their right inner moral compass, and instill a sense of community. We endeavor to establish tenets of good conduct and character, and promote positive self-esteem and awareness through classroom interactions, school assemblies, student council, various clubs, and the PTA. In an effort to engage the community, we provide student-focused functions that serve as a venue for the community to contribute to the advancement of the scholars. Together we will teach our children to dare to Dream Big Dreams.
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Grove Street Elementary School
(13-2330-110)
Grades Offered: PK-05
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 at 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:



Grove Street Elementary School
(13-2330-110)
Grades Offered: PK-05
2018-2019

Report Key:

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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	Essex
District	Irvington Public School District
Principal Name	Dr. Deniese Cooper
Address	602 GROVE STREET IRVINGTON, NJ 07111-4531
Phone Number	973-399-6865
Email Address	dcoopr@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/grove-street/
Twitter	https://twitter.com/IrvingtonPSD



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	65	65	73
KG	70	67	49
1	60	55	61
2	80	52	44
3	70	91	61
4	66	71	88
5	67	76	72
Total	478	477	448

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	46.9%	47.2%	46.4%
Male	53.1%	52.8%	53.6%
Economically Disadvantaged Students	85.8%	79.2%	84.2%
Students with Disabilities	13.6%	17.6%	18.5%
English Learners	6.1%	5.5%	5.8%
Homeless Students	0.6%	2.1%	1.8%
Students in Foster Care	0.8%	0.6%	0.2%
Military-Connected Students	0.2%	0.4%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	0.0%	0.0%	0.2%
Hispanic	9.0%	8.0%	10.7%
Black or African American	90.6%	90.8%	88.4%
Asian	0.0%	0.2%	0.2%
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	0.4%	1.0%	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	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	65	65	73
KG - Half Day	0	0	0
KG - Full Day	70	67	49

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	83.5%
Spanish	7.1%
Yoruba	4.5%
Haitian	2.0%
Igbo	1.1%
Other Languages	1.8%



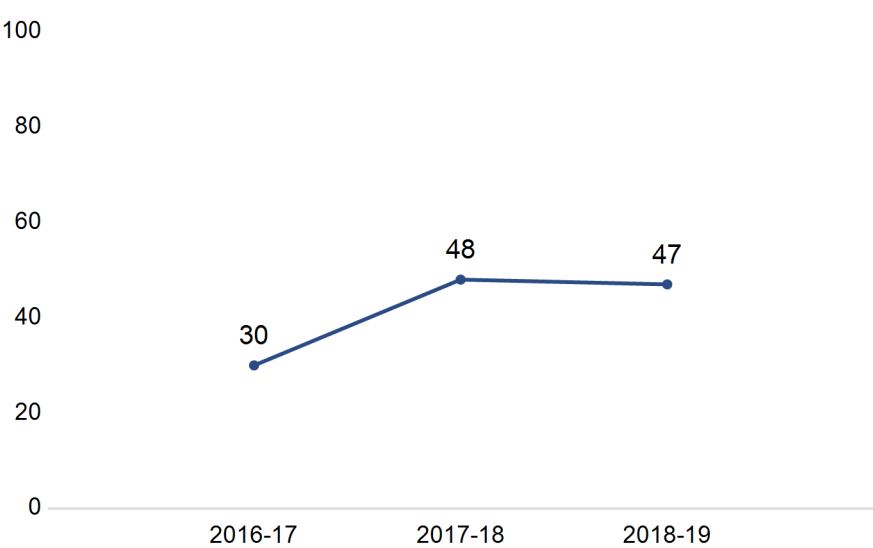
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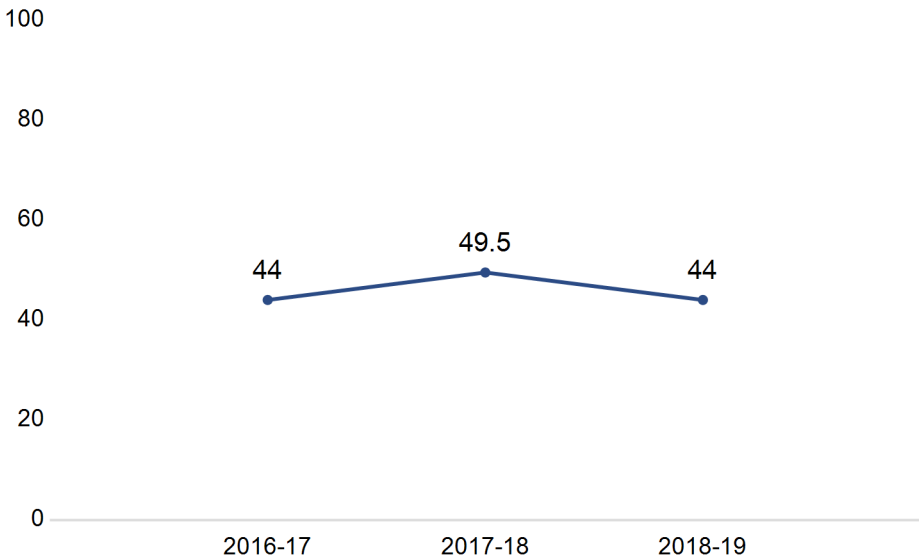
Student Growth Trends and Progress

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



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	30	48	47	44	49.5	44
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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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	47	47	50	Met Standard	44	43	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	*	48	49	**	*	45	47	**
Black or African American	48	47	45	Met Standard	44	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	44	59	**	N	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	43.5	49	53	N	40	45	50	N
Male	51	44	47	N	46	42	51	N
Economically Disadvantaged Students	48	47	48	Met Standard	45	43	46	Met Standard
Students with Disabilities	24	37.5	43	Not Met	64	36	45	Exceeds Standard
English Learners	*	51	52	**	*	42	50	**
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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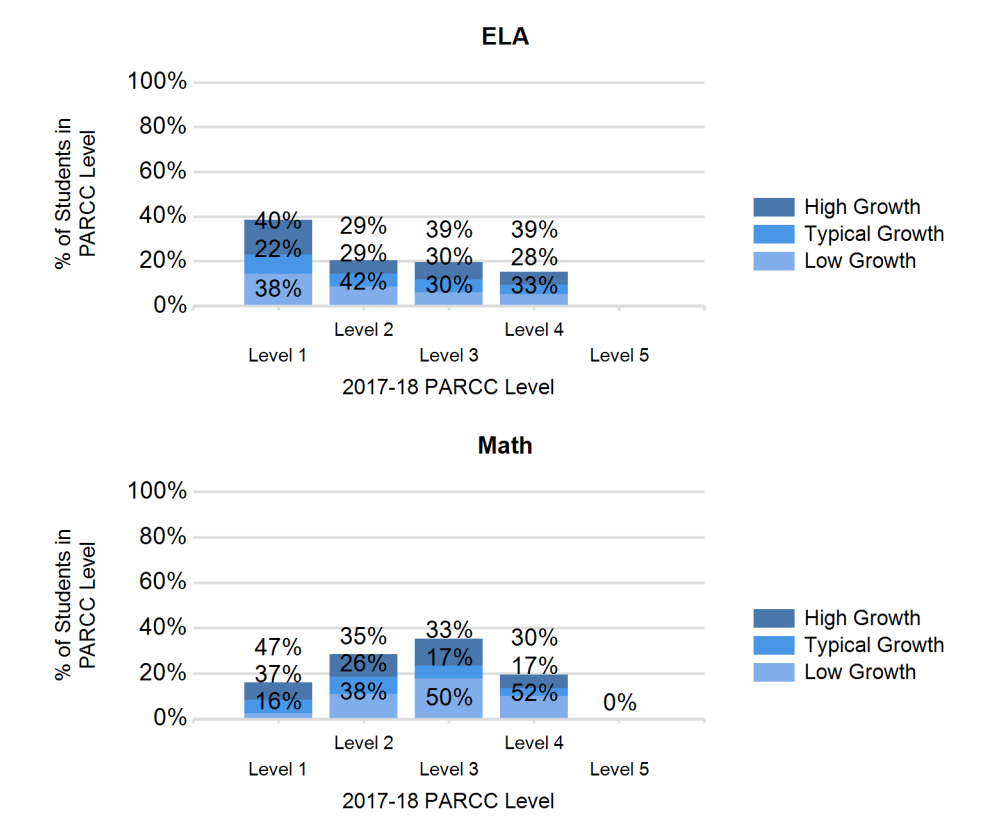
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

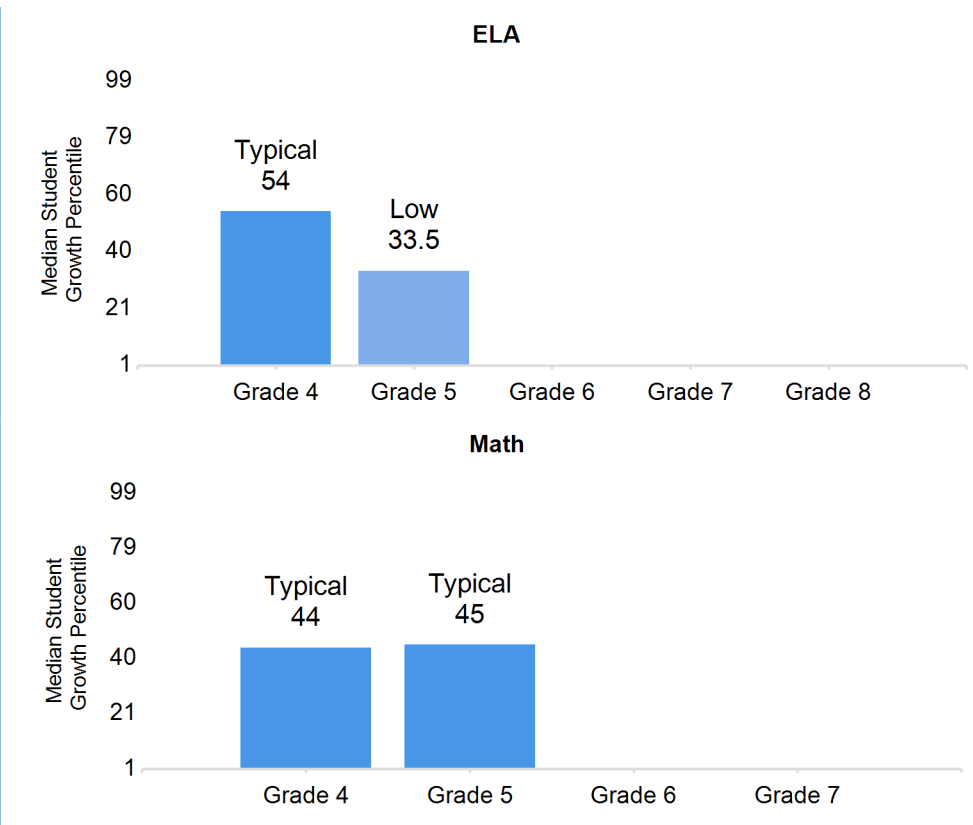
Student Growth by Performance Level

Student Growth by Grade

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.



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



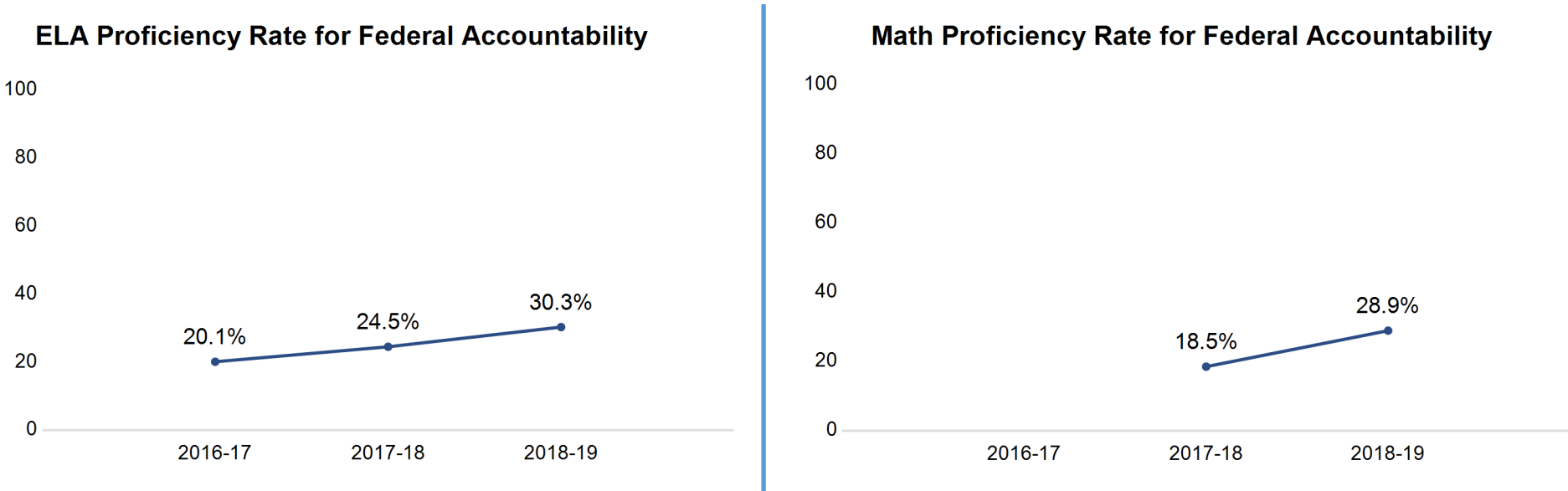


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.0%	96.6%	98.4%	93.4%	96.2%	98.4%
Proficiency Rate for Federal Accountability	20.1%	24.5%	30.3%	*	18.5%	28.9%
Annual Target	17.7%	21.0%	24.2%	8.7%	12.5%	16.2%
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.



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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	165	98.4	30.3	27.3	57.9	30.3	24.2	Met Target
White	N	N	N	*	66.9	N	**	**
Hispanic	11	92.3	*	25.6	43.9	*	**	**
Black or African American	152	98.8	32.2	27.6	38.5	32.2	25.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	69	98.7	33.3	32.7	64.8	33.3		
Male	96	98.1	28.1	22.4	51.3	28.1		
Economically Disadvantaged Students	142	98.1	28.9	27.3	40.0	28.9	24.6	Met Target
Non-Economically Disadvantaged Students	23	100.0	39.1	27.3	67.9	39.1		
Students with Disabilities	27	97.1	*	*	22.7	*	15.1	Met Target†
Students without Disabilities	138	98.7	*	*	65.1	*		
English Learners	*	*	*	16.2	29.3	*	**	**
Non-English Learners	*	*	*	30.7	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.8	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

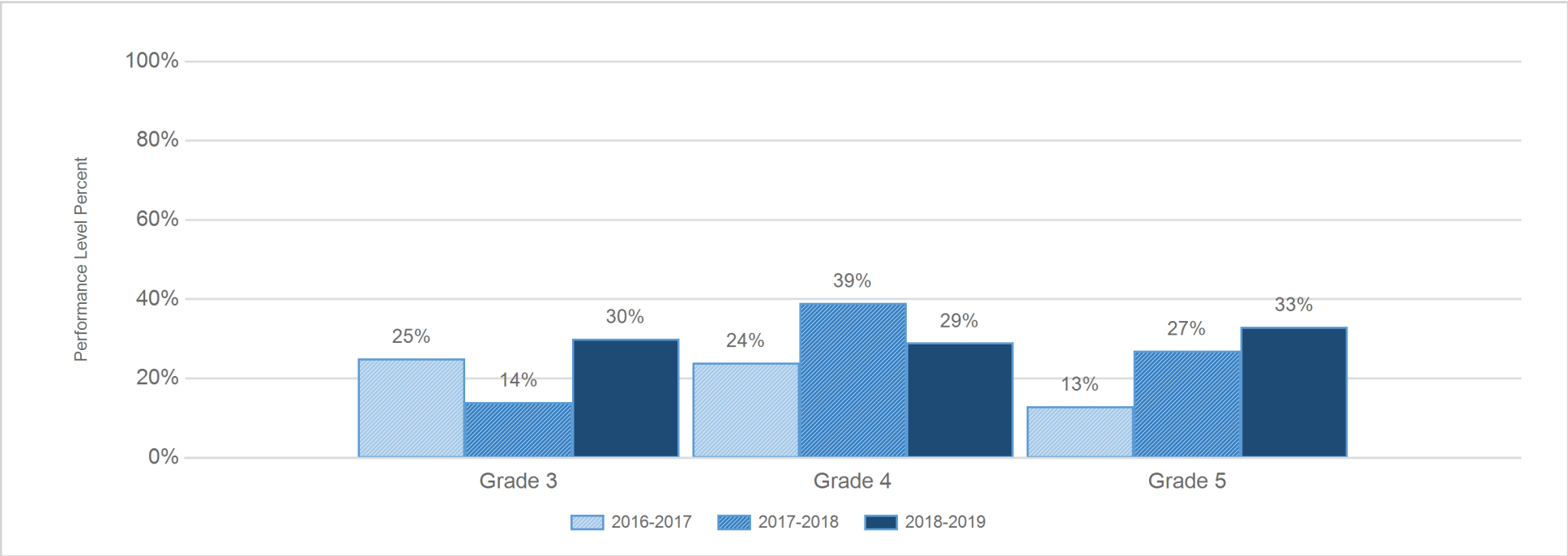


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English Language Arts Assessment - Performance Trends

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	47	731	722	748	*	*	30%	30%	0%	30%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	711	734	*	*	*	*	*	*	36%
Black or African American	42	731	*	731	*	26%	*	33%	0%	33%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	742	727	753	*	*	*	*	*	42%	55%
Male	28	724	718	743	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	723	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	N	N	701	713	N	N	N	N	N	N	17%
Non-English Learners	47	731	728	751	*	*	30%	30%	0%	30%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	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	79	731	731	755	24%	25%	22%	*	*	29%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	32	734	737	760	*	*	*	*	*	28%	62%
Male	47	728	725	750	*	*	*	*	*	30%	53%
Economically Disadvantaged Students	69	729	*	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	10	740	*	765	*	*	*	*	*	40%	69%
Students with Disabilities	16	704	705	725	*	*	*	*	*	*	25%
Students without Disabilities	63	737	734	761	*	*	*	*	*	*	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	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	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	54	731	730	756	22%	24%	20%	*	*	33%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	51	732	730	739	22%	25%	*	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	26	732	733	761	*	*	*	*	*	35%	64%
Male	28	730	727	750	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	42	729	*	740	*	*	*	*	*	31%	39%
Non-Economically Disadvantaged Students	12	739	*	766	*	*	*	*	*	42%	69%
Students with Disabilities	10	707	705	724	*	*	*	*	*	10%	23%
Students without Disabilities	44	736	734	762	*	*	*	*	*	39%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	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%



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Mathematics Assessment - Participation and Performance

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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	166	98.4	28.9	*	44.5	28.9	16.2	Met Target
White	N	N	N	*	54.1	N	**	**
Hispanic	12	93.3	25.0	14.6	28.8	25.0	**	**
Black or African American	152	98.8	29.6	14.4	23.0	29.6	16.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	70	98.8	31.4	*	44.9	31.4		
Male	96	98.1	27.1	*	44.2	27.1		
Economically Disadvantaged Students	143	98.1	28.7	15.5	26.3	28.7	16.8	Met Target
Non-Economically Disadvantaged Students	23	100.0	30.4	11.5	54.9	30.4		
Students with Disabilities	28	97.1	10.7	*	17.4	10.7	13.5	Met Target†
Students without Disabilities	138	98.7	32.6	*	50.0	32.6		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

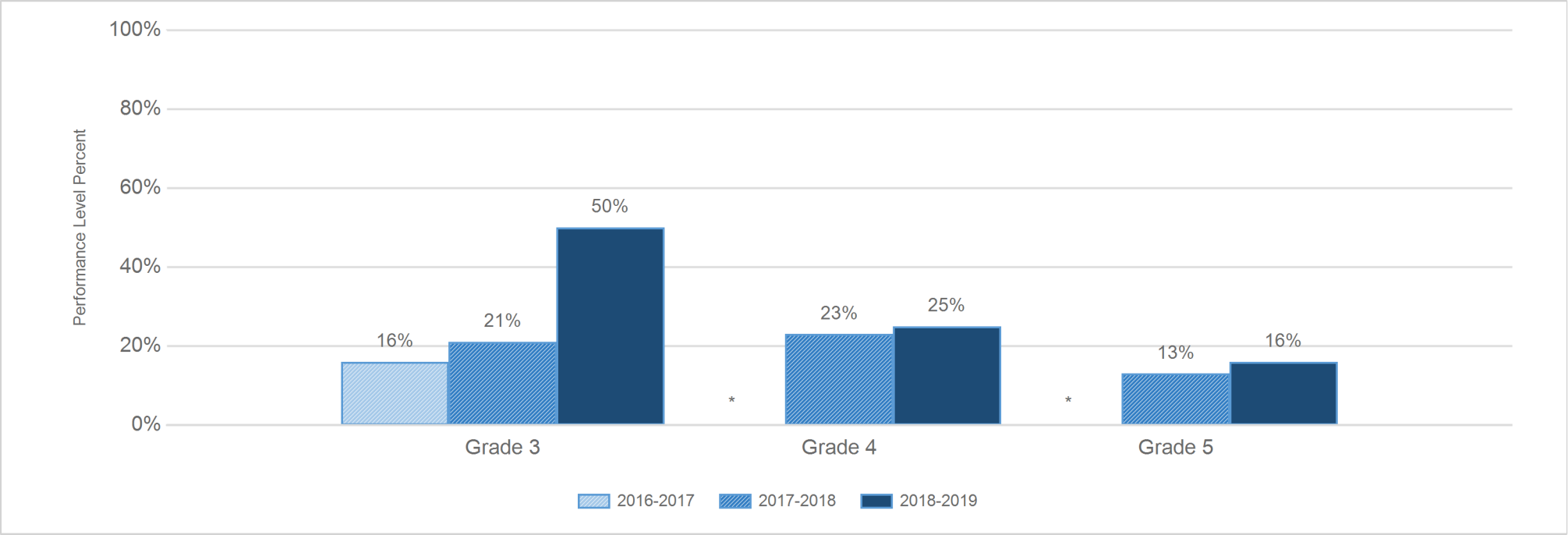


Grove Street Elementary School
(13-2330-110)
Grades Offered: PK-05
2018-2019

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

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.



Grove Street Elementary School
(13-2330-110)
Grades Offered: PK-05
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	48	745	732	752	*	*	35%	*	*	50%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	42	746	732	735	*	*	38%	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	20	748	733	751	*	*	*	*	*	45%	54%
Male	28	744	731	752	*	*	*	*	*	54%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	*	*	723	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	735	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Grove Street Elementary School
(13-2330-110)
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	79	725	724	749	25%	25%	24%	*	*	25%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	720	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	32	724	725	749	*	*	*	*	*	28%	50%
Male	47	726	723	749	*	*	*	*	*	23%	52%
Economically Disadvantaged Students	69	724	*	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	10	736	*	759	*	*	*	*	*	30%	63%
Students with Disabilities	16	720	712	726	*	*	*	*	*	19%	25%
Students without Disabilities	63	727	725	754	*	*	*	*	*	27%	56%
English Learners	*	*	707	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	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%



Grove Street Elementary School
(13-2330-110)
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	56	722	719	747	20%	39%	25%	*	*	16%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	52	722	*	729	19%	37%	27%	*	*	17%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	28	725	719	747	*	*	*	*	*	*	47%
Male	28	718	719	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	44	721	*	732	*	*	*	*	*	16%	27%
Non-Economically Disadvantaged Students	12	723	*	757	*	*	*	*	*	17%	59%
Students with Disabilities	10	715	713	725	*	*	*	*	*	*	19%
Students without Disabilities	46	723	720	752	*	*	*	*	*	*	52%
English Learners	*	*	707	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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%



Grove Street Elementary School

(13-2330-110)

Grades Offered: PK-05

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

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	60.0%	**	**

† 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	*	*
3-4	*	*	*
5 or more	*	*	*



Grove Street Elementary School

(13-2330-110)

Grades Offered: PK-05

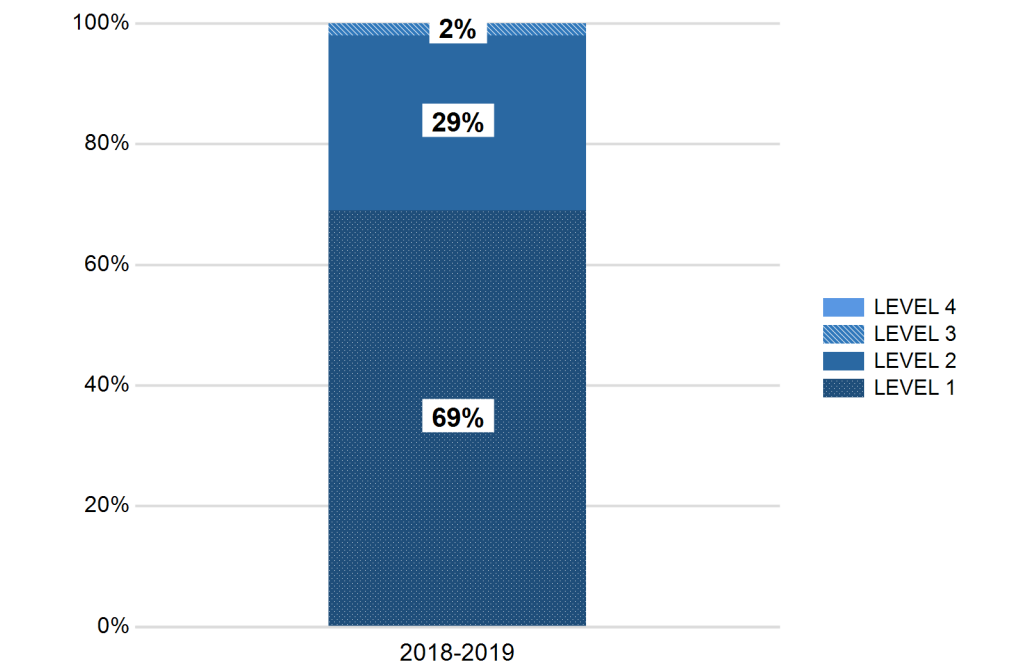
2018-2019

Report Key:
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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	69	29	2	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	67	31	2	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	69	28	3	0
Male	70	30	0	0
Economically Disadvantaged Students	71	27	2	0
Non-Economically Disadvantaged Students	64	36	0	0
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



Grove Street Elementary School

(13-2330-110)

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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.

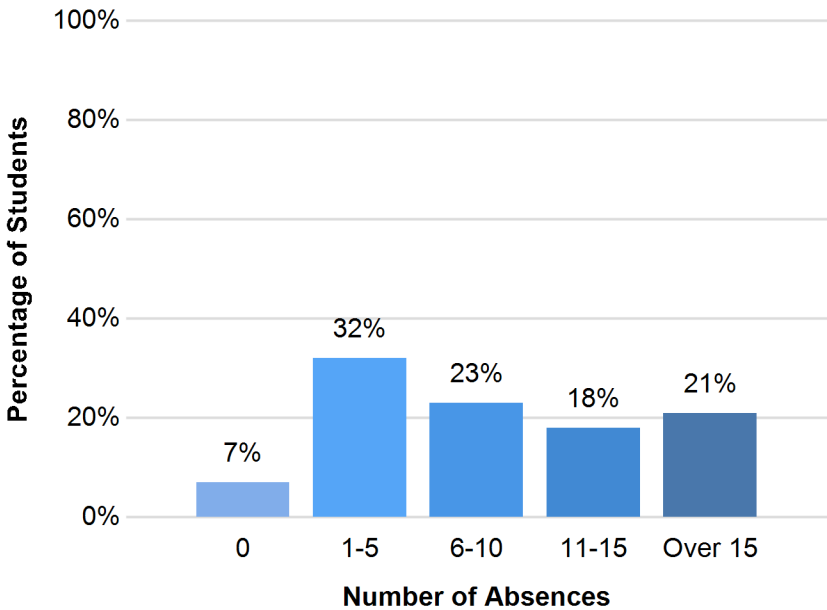
Chronic Absenteeism

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	64	18.5	8.9	Not Met
White	N	N	N	N
Hispanic	11	29.7	8.9	Not Met
Black or African American	51	16.7	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	22	14.0		
Male	42	22.2		
Economically Disadvantaged Students	55	18.7	8.9	Not Met
Students with Disabilities	14	28.6	8.9	Not Met
English Learners	2	12.5	**	**
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.





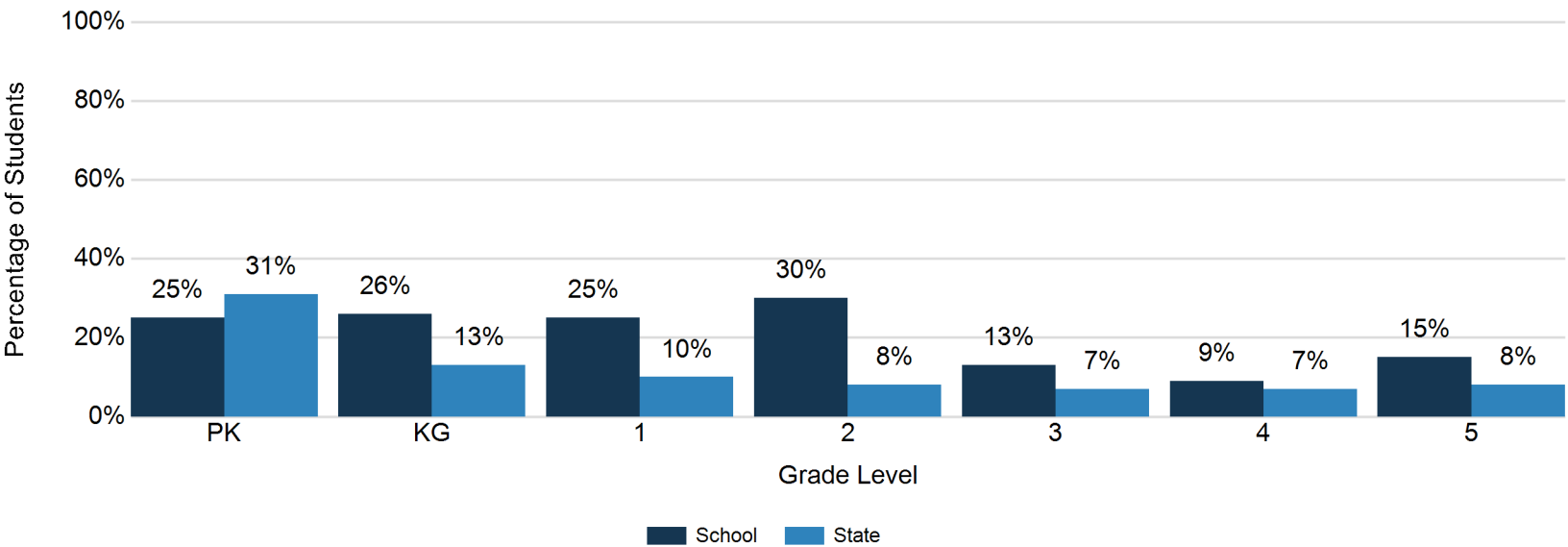
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Chronic Absenteeism by Grade

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





Grove Street Elementary School

(13-2330-110)

Grades Offered: PK-05

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	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.45

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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

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

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
18



Grove Street Elementary School

(13-2330-110)

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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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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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	34	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	58.8%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	13:1	15:1
Students to Administrators	448:1	223:1
Teachers to Administrators	34:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



Grove Street Elementary School
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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	46.4%	85.3%	100.0%	48.4%	77.1%	54.9%
Male	53.6%	14.7%	0.0%	51.6%	22.9%	45.1%
White	0.2%	32.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	10.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	88.4%	64.7%	100.0%	15.0%	6.6%	13.9%
Asian	0.2%	2.9%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	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.

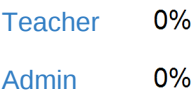
Bachelor's Degree



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.8%



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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.



Grove Street Elementary School
(13-2330-110)
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
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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	
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.



Grove Street Elementary School

(13-2330-110)

Grades Offered: PK-05

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 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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.1%	24.5%	30.3%
Math Proficiency	*	18.5%	28.9%
ELA Growth	30	48	47
Math Growth	44	50	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		91.7%	60.0%
Chronic Absenteeism	21.6%	19.4%	18.5%

† 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

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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.
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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.



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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	**	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	**	**	**	**	n/a	Not Met	No
Black or African American	Met Target	Met Target	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	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Not Met	Exceeds Standard	n/a	Not Met	No
English Learners	**	**	**	**	**	**	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:	- Our supportive PTA implements activities designed to enhance the social and academic experiences of students. The PTA sponors workshops for parents to promote a culture of support and collaboration. - We provide continuous professional development for staff to keep them abreast of trends and best practices, which will improve instruction and ultimately improve student academic performance. - A Family Math and Literacy Evening is held that enables staff, students, families, and members of the community to participate in learning activities and educational games.
 Mission, Vision, Theme:	We recognize all students as outstanding individuals with a broad range of talents, abilities, interests, and challenges. The teaching-learning process embraces the uniqueness for each child. Actions are intentional and deliberate. Members of the faculty are committed to providing a quality education for each student.
 Awards, Recognition, Accomplishments:	Grove Street is the home of a first place winner of the Irvington Fire Prevention Poster Contest. Additionally, two of our scholars received first place in the district sponsored Dr. Martin Luther King Essay Contest. A first grade scholar emerged as the first place winner of the Pride Essay Contest. Our staff maintains one of the highest attendance rates in the District.



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 Courses, Curriculum, Instruction:	The instructional program at Grove Street School is aligned to the New Jersey Student Learning Standards (NJSLS), and affords opportunities for students to acquire a thorough and proficient knowledge in the core academic areas. Our main goal is to develop expertise in reading, writing, speaking, and listening to ensure that all students are college and career ready. The mathematics and reading programs are designed to develop skills for life-long critical thinking.
 Sports and Athletics:	Sports Offered: Cheerleading (Coed), Soccer (Coed) Grove Street School offers a basketball program, a soccer program, and a cheerleading program. These programs enhance collaboration, sportsmanship, social skill development.
 Clubs and Activities:	Grove Street School offers after school clubs in the area of sports. The Unified Play Sports club meets once a week from November through May. The club focus is to foster inclusion of all students and to provide a safe an healthy environment for students to engage in learning various sports. The band club meets once per week and students learn to play musical instruments. This club meets from November through June. The Grove Street choir is an afterschool activity that meets once per week. Students in grades 2-5 prepare and practice for performances throughout the year.



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 Before and After School Programs:	The After school Tutorial Academy provides assistance for students in grades 2-5 in preparation for state and district assessments. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessments. The Before and Afterschool Wrap-Around Program, facilitated by an outside provider, provides care for students who arrive prior to the beginning of school day and who need supervision after dismissal. There is also a free After Dinner Program whereby students receive assistance with homework and are served a healthy dinner prior to leaving for the day.
 Staff and Professional Learning:	All staff at Grove Street School are provided with professional development four times per month. District wide in-service sessions focus on content specific professional development to meet the needs of all staff. In addition, staff members receive professional development in Restorative Practices. Restorative Practices is a new district initiative this year and focuses on building positive, long-lasting relationships.



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 Parent and Community Involvement:	We are proud of the supportive PTA at Grove Street School. It is responsible for the implementation of many events designed to enhance the social, emotional and academic experiences of students. Each year, the organization collaborates with the physical education teacher to organize basketball games between scholars at Grove Street School and those from neighboring schools. The PTA also sponsors numerous fundraisers, trips, field day activities, school dances, and a number of other activities.
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Students completed a school climate survey at the end of the 2018-2019 school year. Results revealed that approximately 93% of the students who completed the survey felt safe and valued. Parents also completed a survey and 97% described their experience at Grove Street School as positive and welcoming. The teachers' survey revealed that all teachers strongly agreed that they are afforded a plethora of opportunities to participate in professional development activities.
 Facilities:	Teachers and support staff utilize a variety of interactive lessons to facilitate the transfer of information and encourage hands-on student engagement. All classrooms are furnished with interactive media software, projection systems, Smartboards, Chromebooks and computer centers. The school is also home to two well-equipped technology labs. Teachers provide multiple opportunities for scholars to master a variety of programs and software formats. During English language arts, science, and social studies classes, scholars utilize the internet to conduct research and create powerpoint presentations. As the world is rapidly advancing and global communication is taking a new dimension, it is imperative that scholars are equipped with the skills necessary to embrace 21st Century philosophy and technological superiority.
 School Safety:	We believe that a safe school environment is linked directly to improved student and school outcomes. Our well established School Safety Team and our Resource Officer are instrumental in helping students and parents learn about and advocating for school safety, reducing violence, improving discipline, and increasing student attendance. Through the implementation of daily morning reminders; assemblies; and classes facilitated by the Guidance Counselor, Social Worker, and consultants, our students are well aware of the importance of a safe school environment.



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A BC Early Childhood Education: The Pre-school scholars are guided by the Creative Curriculum. This encompasses learning objectives and activities, which address all areas of growth in the preschool child. It is an inclusive educational program that builds on learning experiences, which helps to develop lifelong learners who work to analyze and solve problems. Learning is accelerated and builds on the strengths and interests of each scholar. Scholars are involved in all phases of the learning process and their progress is documented through continuous and authentic assessment. Hands-on activities and projects encourage thorough understanding by connecting learning and the attainment of knowledge to memorable events.



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 Other Information	Data is used to make informed decisions and design congruent instruction at Grove Street School. Data usage has become the central point for faculty dialogue on improving student academic achievement and also for improving staff productivity. In other words, data continues to provide a rich source of information regarding strategies, programs, and performance. It paints an accurate picture of the school and is used to remind all stakeholders of the sense of urgency as we continue our efforts to improve the academic achievement of the students attending Grove Street School. We endeavor to improve our skills and practices in order to provide all students with effective, challenging, enjoyable, and meaningful learning experiences. We are most proud of the fact that Kagan Structures, Higher Order Questions, and Sheltered Instruction Observation Protocol strategies, are implemented in every classroom. As a result, we can guarantee that our students are focused and engaged for the duration of classroom lessons. In addition to differentiated professional development opportunities provided by the district, the staff pursues outside opportunities to participate in professional development activities. Teachers also participate in Professional Learning Committees and during Common Planning and Faculty Meetings and make presentations to their colleagues. Incorporating the Positive Behavior Support In School Program (PBSIS) along with the Grove Street School Code of Conduct has become essential components regarding the expected behavior of scholars. Grove Street School has also established a strong Anti-Bullying program from pre-kindergarten through fifth grade. Students are taught to demonstrate consideration, patience, empathy, and respect for each other. Grove Street School strives to ensure that our students are 21st century learners and thinkers and are college and career ready.
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Irvington High School
 (13-2330-050)
 Grades Offered: 09-12
 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:



Irvington High School
(13-2330-050)
Grades Offered: 09-12
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	Essex
District	Irvington Public School District
Principal Name	Mr. Oge Denis
Address	1253 CLINTON AVE IRVINGTON, NJ 07111-2437
Phone Number	973-399-6897
Email Address	odenis@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/irvington-high-school
Twitter	https://twitter.com/IrvingtonPSD



Irvington High School

(13-2330-050)

Grades Offered: 09-12

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	405	422	452
10	294	379	401
11	305	293	376
12	269	304	292
Total	1,273	1,398	1,521

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	45.0%	46.6%	46.2%
Male	55.0%	53.4%	53.8%
Economically Disadvantaged Students	63.5%	62.2%	62.4%
Students with Disabilities	13.0%	11.2%	11.6%
English Learners	18.1%	19.2%	20.3%
Homeless Students	0.3%	0.0%	0.5%
Students in Foster Care	0.5%	0.3%	0.4%
Military-Connected Students	0.2%	0.1%	0.1%
Migrant Students	2.3%	1.7%	0.0%

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	0.0%	0.0%	0.0%
Hispanic	15.4%	16.2%	17.8%
Black or African American	83.9%	83.2%	81.4%
Asian	0.3%	0.4%	0.4%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.1%	0.1%	0.2%

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	1,272	1,397	1,521
Shared Time Students	1	1	0
Full Time Equivalent	1,273	1,398	1,521

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	59.4%
Haitian	19.9%
Spanish	14.3%
Creoles and pidgins, French-based	1.2%
Yoruba	1.1%
Other Languages	4.0%

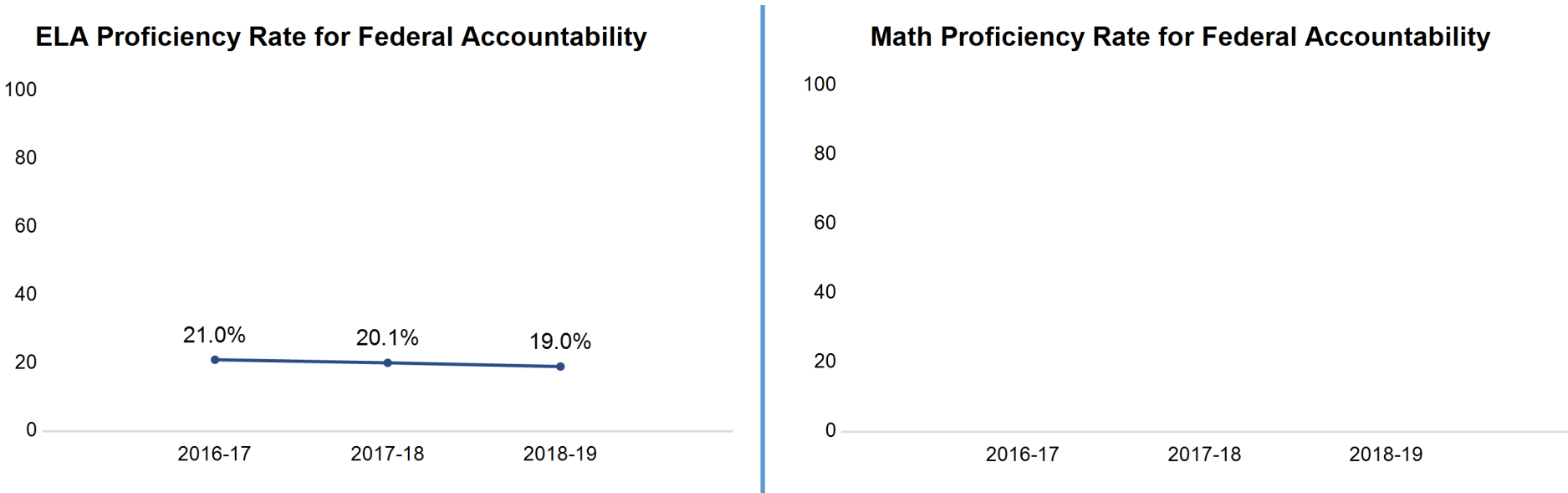


Irvington High School
(13-2330-050)
Grades Offered: 09-12
2018-2019

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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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.5%	97.2%	94.9%	89.7%	97.4%	93.1%
Proficiency Rate for Federal Accountability	21.0%	20.1%	19.0%	*	*	*
Annual Target	25.6%	28.4%	31.3%	9.0%	12.8%	16.5%
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.



Irvington High School
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 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	691	94.9	19.0	27.3	57.9	19.0	31.3	Not Met
White	N	N	N	*	66.9	N	**	**
Hispanic	121	93.4	18.2	25.6	43.9	17.9	22.8	Met Target†
Black or African American	564	95.2	19.1	27.6	38.5	19.1	32.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	312	96.5	23.1	32.7	64.8	23.1		
Male	379	93.7	15.6	22.4	51.3	15.4		
Economically Disadvantaged Students	426	97.4	20.2	27.3	40.0	*	31.3	Not Met
Non-Economically Disadvantaged Students	265	91.3	17.0	27.3	67.9	*		
Students with Disabilities	91	89.3	*	*	22.7	*	18.5	Not Met
Students without Disabilities	600	95.9	*	*	65.1	*		
English Learners	148	93.7	*	16.2	29.3	*	15.4	Not Met
Non-English Learners	543	95.2	*	30.7	60.6	*		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.8	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

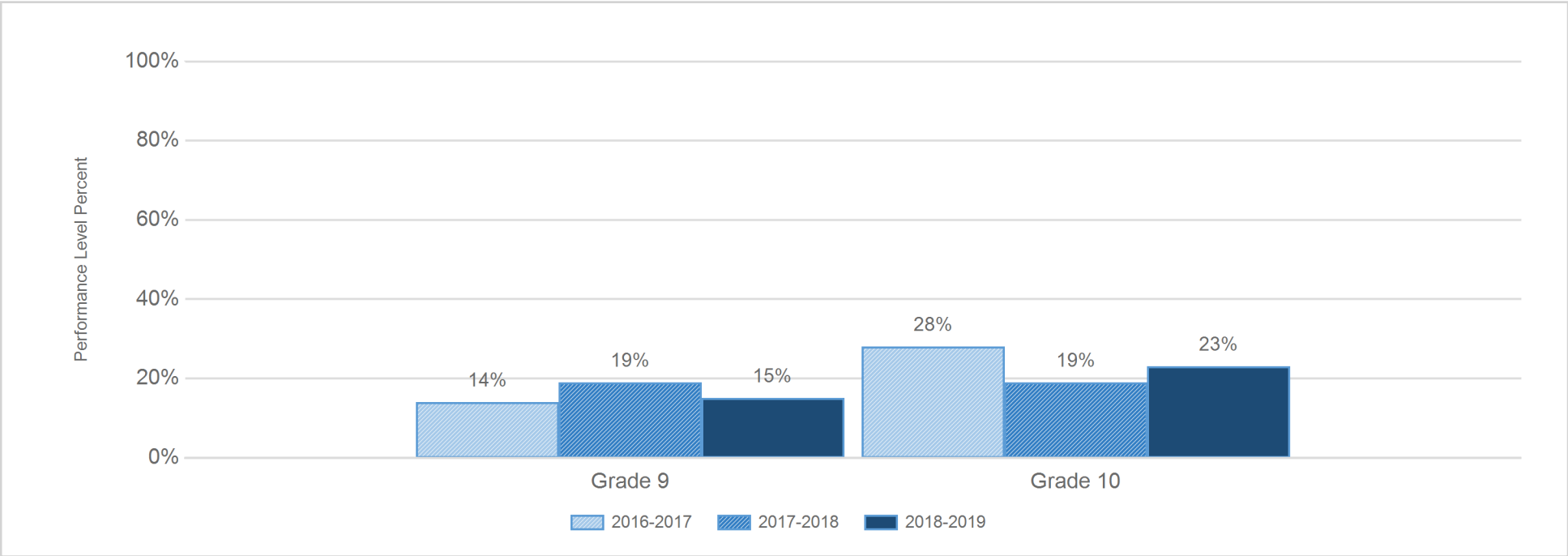


Irvington High School
(13-2330-050)
Grades Offered: 09-12
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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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.





Irvington High School

(13-2330-050)

Grades Offered: 09-12

2018-2019

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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	382	712	712	753	40%	23%	22%	*	*	15%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	59	709	709	737	46%	17%	19%	*	*	19%	40%
Black or African American	318	712	712	732	39%	25%	23%	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	167	718	718	760	36%	18%	25%	*	*	21%	63%
Male	215	707	707	746	43%	27%	20%	*	*	10%	49%
Economically Disadvantaged Students	232	714	714	734	37%	24%	23%	*	*	16%	36%
Non-Economically Disadvantaged Students	150	710	710	762	45%	22%	21%	*	*	13%	65%
Students with Disabilities	56	689	689	717	*	*	*	*	*	*	17%
Students without Disabilities	326	716	716	760	*	*	*	*	*	*	63%
English Learners	40	687	687	693	*	*	*	*	*	*	*
Non-English Learners	342	715	715	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Irvington High School
(13-2330-050)
Grades Offered: 09-12
2018-2019

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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	341	714	714	757	39%	18%	21%	20%	3%	23%	58%
White	N	N	N	767	N	N	N	N	N	N	67%
Hispanic	69	702	702	738	48%	23%	*	*	*	16%	43%
Black or African American	269	717	717	733	36%	17%	22%	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	158	718	718	766	34%	23%	19%	*	*	24%	66%
Male	183	710	710	749	43%	14%	22%	*	*	21%	51%
Economically Disadvantaged Students	215	715	715	735	36%	19%	21%	*	*	24%	40%
Non-Economically Disadvantaged Students	126	712	712	767	43%	17%	19%	*	*	21%	67%
Students with Disabilities	38	677	677	711	*	*	*	*	*	*	19%
Students without Disabilities	303	718	718	765	*	*	*	*	*	*	65%
English Learners	72	679	679	687	*	*	*	*	*	*	*
Non-English Learners	269	723	723	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	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%



Irvington High School
 (13-2330-050)
 Grades Offered: 09-12
 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	752	93.1	*	*	44.5	*	16.5	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	136	92.0	*	14.6	28.8	*	15.9	Not Met
Black or African American	610	93.4	*	14.4	23.0	*	16.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	340	95.5	*	*	44.9	*		
Male	412	91.2	*	*	44.2	*		
Economically Disadvantaged Students	462	95.3	*	15.5	26.3	*	16.7	Not Met
Non-Economically Disadvantaged Students	290	89.9	*	11.5	54.9	*		
Students with Disabilities	94	85.2	*	*	17.4	*	12.8	Not Met
Students without Disabilities	658	94.4	*	*	50.0	*		
English Learners	169	93.4	*	*	25.0	*	8	Not Met
Non-English Learners	583	93.0	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

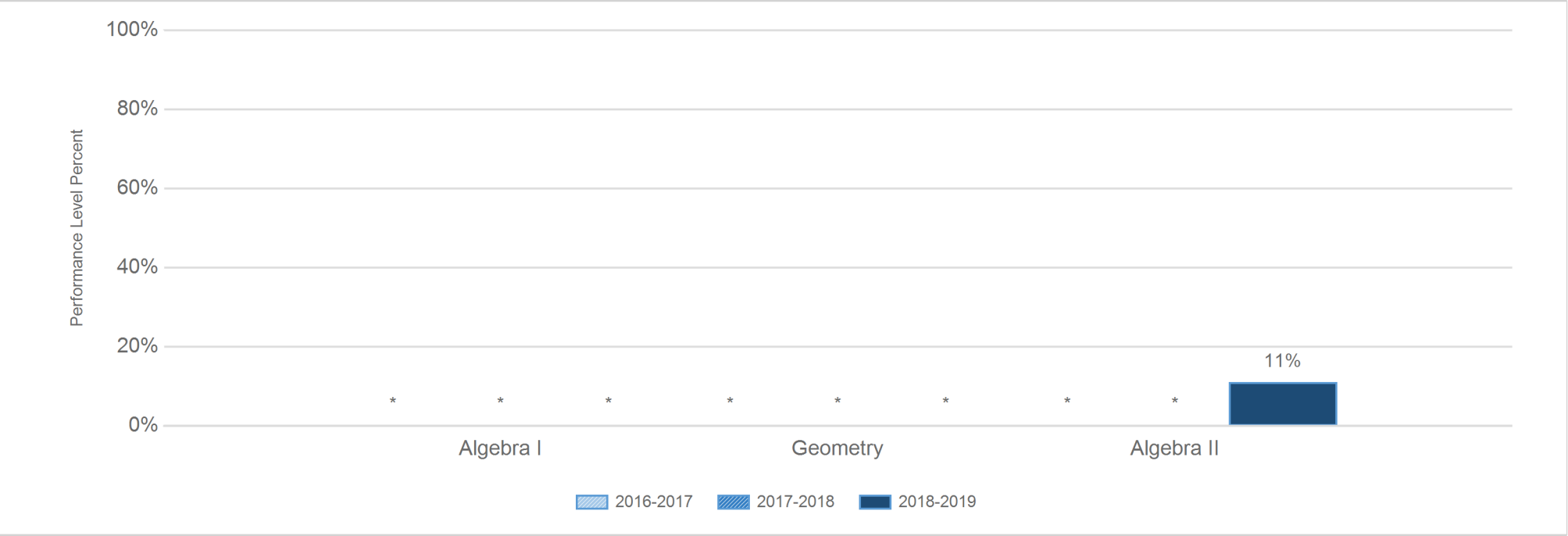


Irvington High School
(13-2330-050)
Grades Offered: 09-12
2018-2019

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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.



Irvington High School
(13-2330-050)
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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	413	702	708	744	*	*	*	*	*	*	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	73	702	712	728	*	*	*	*	*	*	24%
Black or African American	334	702	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	174	704	711	745	*	*	*	*	*	*	44%
Male	239	701	707	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	243	701	708	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	170	704	708	752	*	*	*	*	*	*	52%
Students with Disabilities	58	695	*	717	*	*	*	*	*	*	12%
Students without Disabilities	355	703	*	748	*	*	*	*	*	*	47%
English Learners	63	694	*	710	*	*	*	*	*	*	*
Non-English Learners	350	704	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	327	704	704	737	*	*	*	*	*	*	35%
White	N	N	N	743	N	N	N	N	N	N	43%
Hispanic	70	704	704	724	*	*	*	*	*	*	17%
Black or African American	254	704	704	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	155	704	704	738	*	*	*	*	*	*	36%
Male	172	704	704	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	206	706	706	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	121	702	702	743	*	*	*	*	*	*	43%
Students with Disabilities	35	702	702	712	*	*	*	*	*	*	*
Students without Disabilities	292	705	705	741	*	*	*	*	*	*	*
English Learners	64	698	698	708	*	*	*	*	*	*	*
Non-English Learners	263	706	706	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	697	697	755	51%	31%	*	*	*	11%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	30	696	696	752	53%	*	*	*	*	10%	55%
Male	31	699	699	758	48%	*	*	*	*	13%	62%
Economically Disadvantaged Students	39	696	696	729	49%	*	*	*	*	10%	32%
Non-Economically Disadvantaged Students	22	700	700	761	55%	*	*	*	*	14%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	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	*



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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	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	24.3%	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	140	*	*
3-4	107	*	*
5 or more	41	*	*



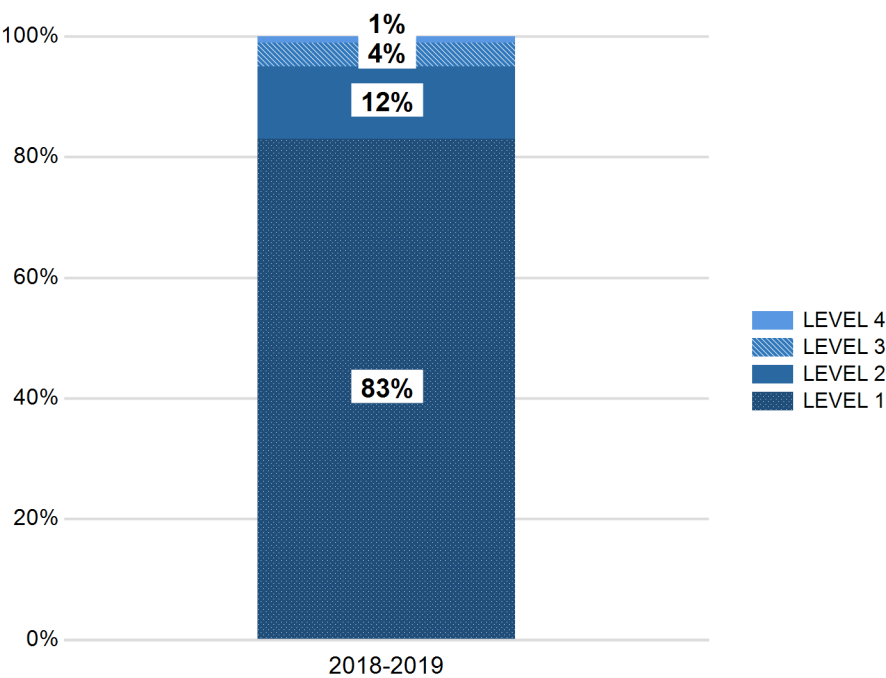
Irvington High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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	83	12	4	1
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	83	12	4	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	78	18	4	1
Male	88	7	4	0
Economically Disadvantaged Students	82	12	6	0
Non-Economically Disadvantaged Students	85	13	2	1
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	*	*	*	*



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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 in2018-19. 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	76.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	95.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	381	476	Grade 10: 430 Grade 11: 460	20%	61%
PSAT 10/NMSQT - Math	381	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	423	539	480	21%	70%
SAT - Math	405	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



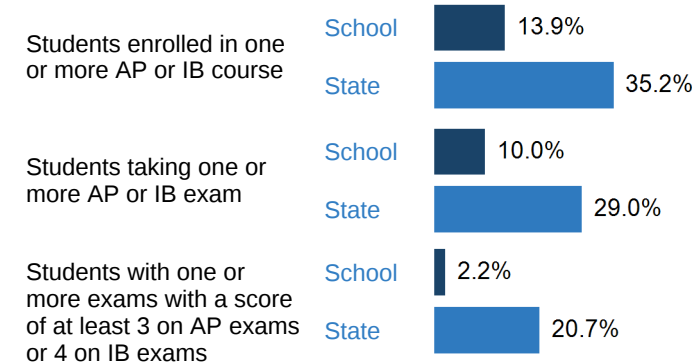
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

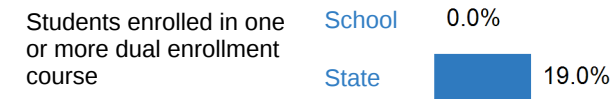
AP/IB Coursework – Participation and Performance

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.



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.



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	27	22
AP Calculus AB	4	4
AP Chemistry	9	9
AP Computer Science Principles	16	15
AP English Language and Composition	0	1
AP English Literature and Composition	8	8
AP Environmental Science	8	6
AP French Language and Culture	9	1
AP Physics 1	0	13
AP Physics B	15	0
AP Physics C: Mechanics	0	1
AP Spanish Language	32	28
AP Statistics	7	3
AP U.S. Government and Politics	0	1
AP U.S. History	37	30
Exams with scores of at least 3 on AP exams or 4 on IB exams		29



Irvington High School
(13-2330-050)
Grades Offered: 09-12
2018-2019

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		142



Irvington High School
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2018-2019

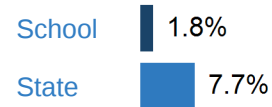
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

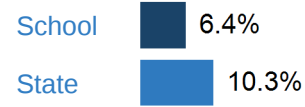
Career and Technical Education Participation

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)



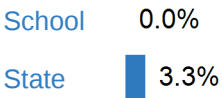
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





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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	1.8%	6.4%	7.7%	10.3%
White	N	N	6.1%	9.6%
Hispanic	*	4.8%	10.3%	11.3%
Black or African American	1.9%	6.8%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	8.5%	7.3%	10.6%
Male	*	4.5%	8.0%	10.1%
Economically Disadvantaged Students	1.7%	5.9%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



Irvington High School
(13-2330-050)
Grades Offered: 09-12
2018-2019

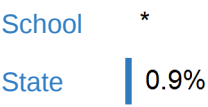
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Industry-Valued Credentials

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



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
Business Management & Administration	78		
Human Services	47	*	*
Total (All Clusters)	125	*	*



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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	392	73	2	0	0	1	0
10	48	309	72	0	0	0	0
11	24	68	281	32	0	8	0
12	8	14	75	88	11	106	14
Total	472	464	430	120	11	115	14
Enrolled in AP/IB Course					4	7	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	10	23	329	0	94	0
10	38	346	31	0	29	0
11	284	56	36	0	20	0
12	59	27	36	8	45	0
Total	391	452	432	8	188	0
Enrolled in AP/IB Course	27	9		8	15	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	419	39	0	0	1	7
10	26	381	0	14	17	20
11	20	356	0	19	110	84
12	7	108	0	73	34	67
Total	472	884	0	106	162	178
Enrolled in AP/IB Course	0	37	0	0		0
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	286	130	0	0	0	0	0
10	202	137	0	0	0	0	0
11	112	65	0	0	0	0	0
12	68	36	0	0	0	0	0
Total	668	368	0	0	0	0	0
Enrolled in AP/IB Course	32	9	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	98	52	0	0	0	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.

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	0	0	1	0	0	0
10	0	0	11	0	0	0
11	0	0	1	0	0	0
12	0	0	3	0	0	0
Total	0	0	16	0	0	0
Enrolled in AP/IB Course	0		16			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
French	*
Spanish	10
Total	*



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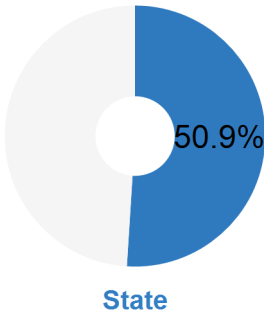
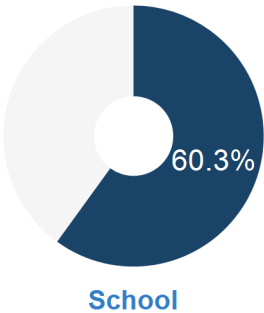
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Visual and Performing Arts – Course Participation

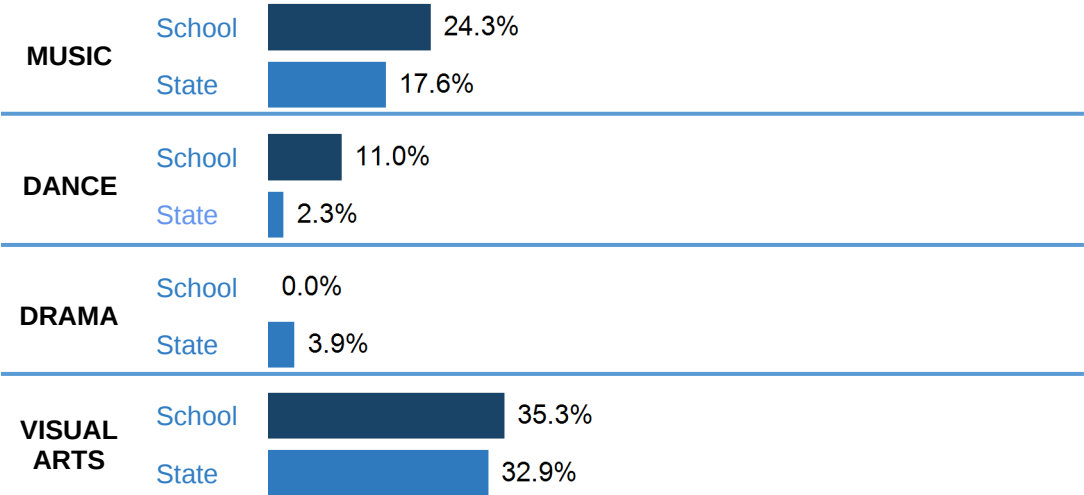
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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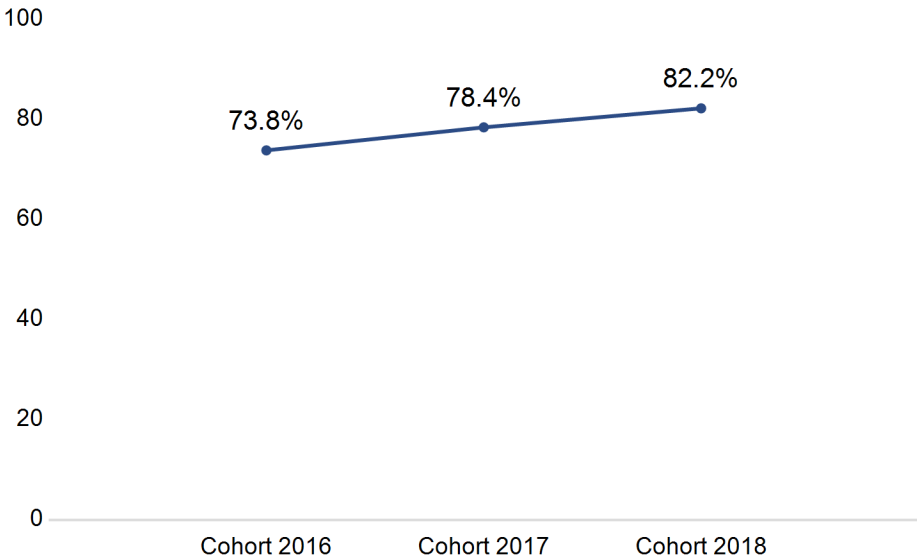
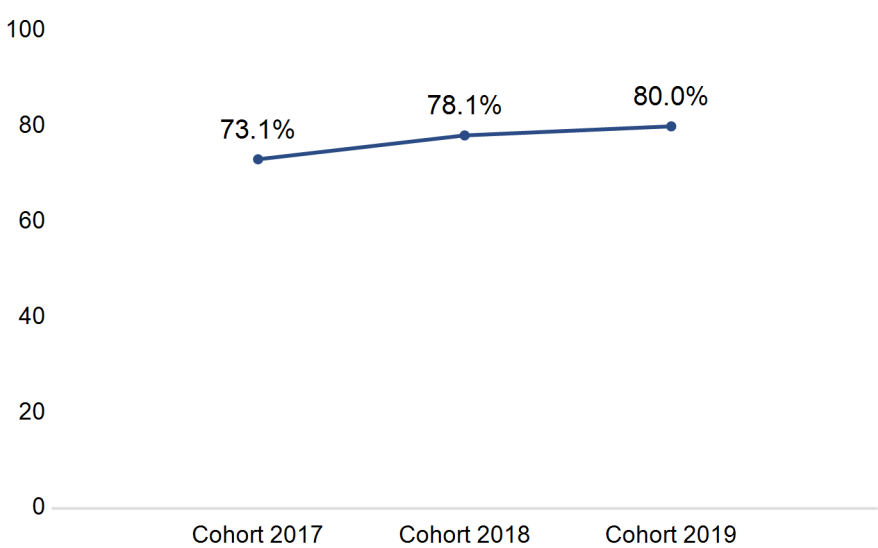
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

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

5-Year Graduation Rate Trends



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	73.1%	78.1%	80.0%	73.8%	78.4%	82.2%
Annual Target	72.8%	74.0%		76.0%	77.1%	
Met Annual Target?	Met Target	Met Target		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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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	80.0%	90.6%	82.2%	92.5%	78.1%	74.0%	Met Target	78.4%	77.1%	Met Target
White	*	94.9%	N	95.9%	N	N	N	*	**	**
Hispanic	60.3%	84.5%	*	87.3%	*	65.7%	Met Target	78.8%	73.2%	Met Target
Black or African American	83.6%	83.3%	83.1%	87.1%	78.9%	74.9%	Met Target	78.2%	77.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	87.7%	92.8%	82.6%	94.4%	78.9%			75.5%		
Male	73.3%	88.5%	81.9%	90.8%	77.3%			80.6%		
Economically Disadvantaged Students	80.6%	84.0%	82.4%	87.3%	79.6%	73.7%	Met Target	77.4%	80.1%	Not Met
Students with Disabilities	56.8%	79.2%	63.5%	83.8%	56.9%	68.6%	Not Met	63.6%	74.9%	Not Met
English Learners	75.6%	75.4%	82.1%	80.1%	77.3%	75.9%	Met Target	89.5%	74.1%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			81.3%		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	80.0%	83.3%	*	85.0%	*			90.9%		



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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	44.2%	17.5%
Substitute Competency Test	11.0%	18.5%
Portfolio Appeals Process	36.4%	55.5%
Alternate Requirements specified in IEP	8.1%	8.1%
Unknown	0.3%	0.3%

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	2.8%	1.2%
2017-2018	3.3%	1.2%
2016-2017	3.7%	1.1%



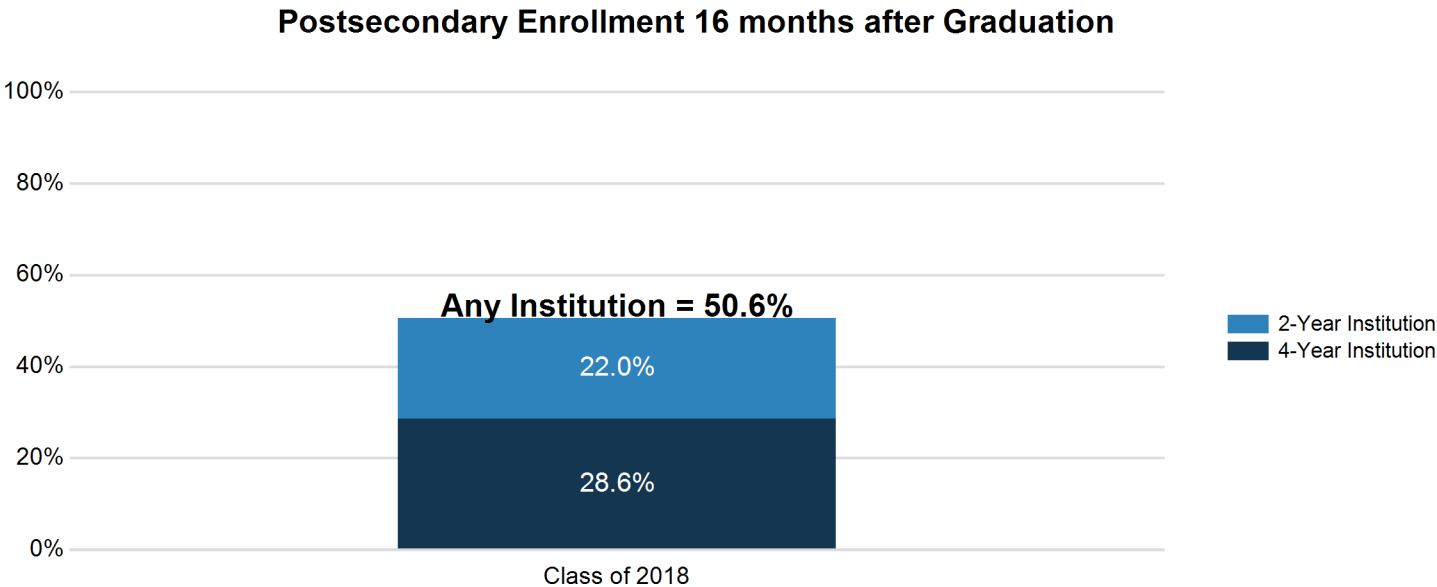
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	22.0%
% Enrolled in 4-Year Institution	28.6%
% Enrolled in Any Postsecondary Institution	50.6%



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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	44.6%	47.6%	52.4%
White	N	N	N
Hispanic	32.6%	53.3%	46.7%
Black or African American	46%	47.6%	52.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	46.6%	38.3%	61.7%
Students with Disabilities	13.9%	60%	40%
English Learners	35.6%	73.1%	26.9%

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	50.6%	43.5%	56.5%	74.7%	25.3%	84.1%	15.9%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	51.9%	42.1%	57.9%	73.7%	26.3%	83.6%	16.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	50.5%	46.4%	53.6%	77.7%	22.3%	86.6%	13.4%
Students with Disabilities	21.6%	54.5%	45.5%	72.7%	27.3%	81.8%	18.2%
English Learners	31.6%	83.3%	16.7%	91.7%	8.3%	100%	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.

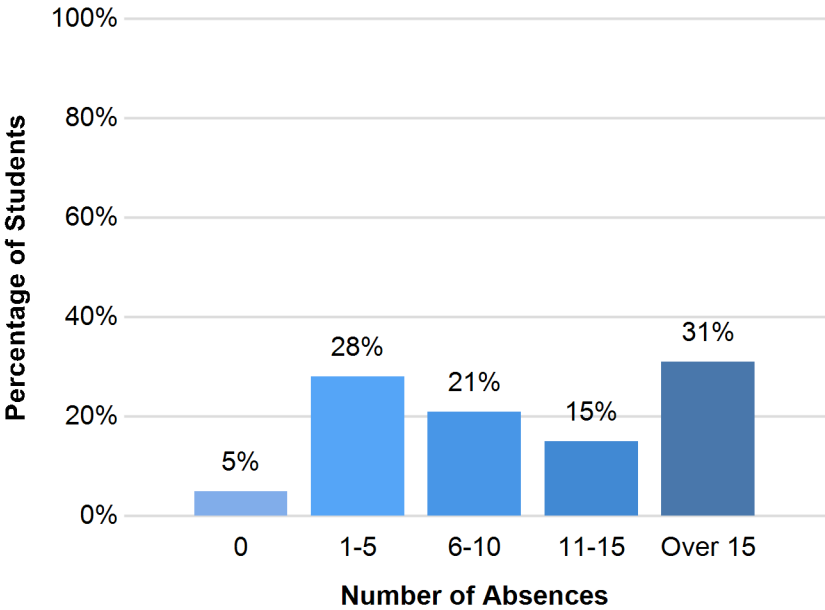
Chronic Absenteeism

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	537	34.5	14.2	Not Met
White	N	N	N	N
Hispanic	98	36.3	14.2	Not Met
Black or African American	437	34.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	231	32.5		
Male	306	36.2		
Economically Disadvantaged Students	310	32.6	14.2	Not Met
Students with Disabilities	94	40.7	14.2	Not Met
English Learners	96	31.5	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.





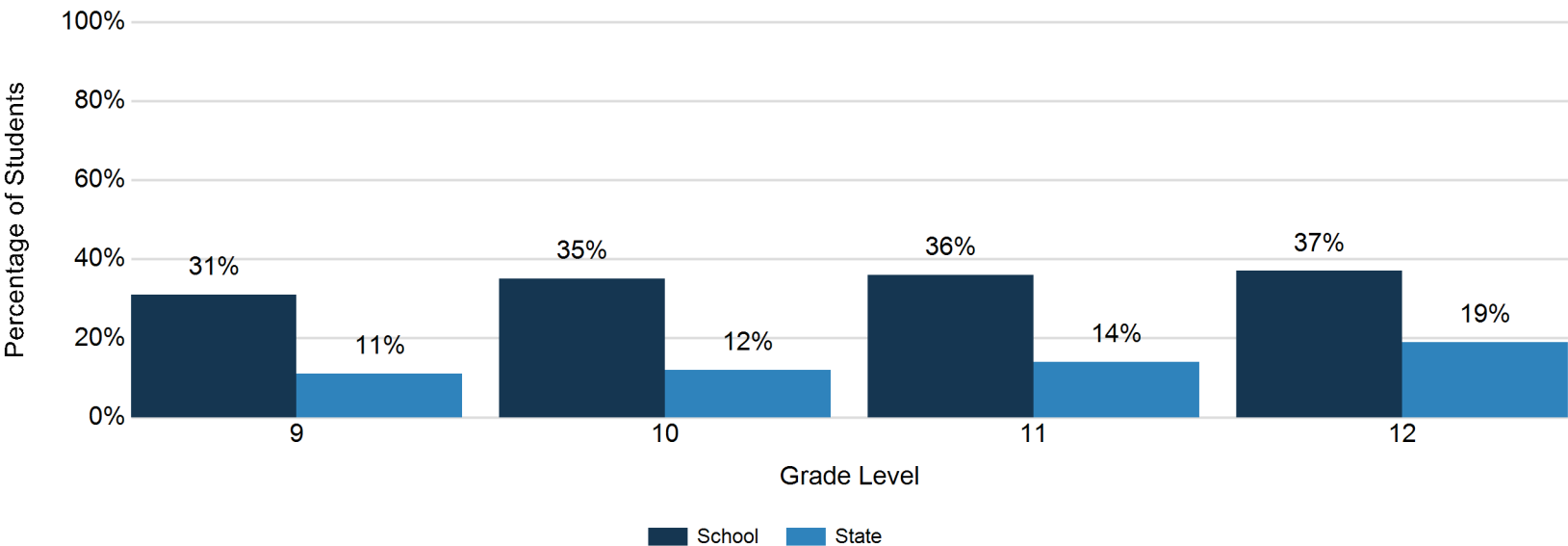
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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 by Grade

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





Irvington High School

(13-2330-050)

Grades Offered: 09-12

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	67
Weapons	8
Vandalism	10
Substances	10
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	96
Incidents Per 100 Students Enrolled	6.31

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1	2
No Identified Nature	0		0

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

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	57	3.7%
Out-of-School Suspensions	242	15.9%
Any Suspension	277	18.2%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1005



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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	8:20 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 34 Mins
Shared Time - Instructional Time	5 Hrs. 34 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	104	118,214
Average years experience in public schools	8.4	12.1
Average years experience in district	6.2	10.8
Percentage of Teachers with 4 or more years experience in the district	47.1%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	15:1	15:1
Students to Administrators	152:1	223:1
Teachers to Administrators	10:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	46.2%	52.9%	50.0%	48.4%	77.1%	54.9%
Male	53.8%	47.1%	50.0%	51.6%	22.9%	45.1%
White	0.0%	33.7%	50.0%	42.4%	83.6%	77.4%
Hispanic	17.8%	7.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	81.4%	52.9%	50.0%	15.0%	6.6%	13.9%
Asian	0.4%	4.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	1.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	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



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.8%



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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	2022
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	Consistently Underperforming Student Group (TSI)
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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.0%	20.1%	19.0%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	73.1%	78.1%	80.0%
5-Year Graduation Rate†	73.8%	78.4%	82.2%
Progress toward English Language Proficiency		30.4%	24.3%
Chronic Absenteeism	22.2%	24.9%	34.5%

† 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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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	Yes
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	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	**	**	**	**	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 Target	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Not Met	Not Met	Met Target	Met Target	**	Not Met	No

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



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School Narrative

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

 Highlights:	- Rutgers University REaCH is an enrichment program for scholars who take a college-level course for college credits. - Essex County College gives scholars an opportunity to take a free college placement test to assess college readiness. - Seton Hall University Upward Bound TRIO Program focuses on increasing the rate of scholars' enrollment in college.
 Mission, Vision, Theme:	The staff will be dedicated to the students academic success through a rigorous and relevant curriculum that empowers students to become productive, responsible, and self-directed citizens. The students will reach their full potential through a rigorous curriculum that addresses the learning styles of all students through differentiated instructional strategies and authentic assessments. Our main purpose is to improve student academic achievement.
 Awards, Recognition, Accomplishments:	Students in grades 9-12 placed 1st and 2nd in the District Martin Luther King, Jr. Essay Contest. Multiple students placed in the Essex County Pride Essay Contest. The Consumer Bowl Team won State Championship. Athletic teams have won County and State titles as well as individual county and state honors. Eight athletes received athletic scholarships. The Class of 2019 received over \$3,900,000.00 of scholarship funding.



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 Courses, Curriculum, Instruction:	English Language Arts courses are offered at tiered levels consisting of college prep, honors, and advance placement. The World language program offers AP courses in Spanish and French. AP Science courses consist of Earth, Physics, AP Physics, Chemistry, AP Chemistry, Biology, AP Biology, and Forensics. Math courses, include AP Calculus, AP Statistics, Algebra I, Algebra II, Geometry, PreCalculus, Calculus, and Statistics. Social Studies includes AP US History, AP World History, US History I and US History II. Visual and Performing Arts includes dance, music and art courses. Technology courses are in Microsoft, Digital Publishing, and Robotics.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Irvington Athletics had five conference champions (football, boys' soccer, boys' basketball, girls' basketball, and boys' track), and nine athletes (6 football, 2 track, and 1 boys soccer) earned full athletics scholarships to college.



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 Before and After School Programs:	The National Honor Society offers before and after school tutoring for students in grades 9-12. A Credit Recovery program is embedded in the school day for English Language Arts, Math, Social Studies, and Science and P.E./Health. The Imani Center is available for academic tutoring after school hours. Seton Hall Upward Bound TRIO, Rutgers Upward Bound TRIO, and Rutgers REaCH programs are held after school hours.
 Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Questioning, Student Engagement, Feedback, and Rigorous Instruction. Teachers have received and continue to receive professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol (SIOP), small-group instruction, planning for part two (extended learning opportunities), and differentiated instruction.
 Postsecondary Information:	Graduates were accepted to over 70 different four year colleges. Ninety-six percent of eligible seniors graduated. The graduation rate has increased by 17% over the past 6 years. Credit recovery courses are available to scholars in need of additional credits. Essex County College, Rutgers University, and Seton Hall University help ready our scholars for college and career.



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 Student Health and Wellness:	Irvington High School participated in the 2019 NJ Student Health Survey conducted by Bloustein Center for Survey Research at Rutgers, =The State University of New Jersey. A random selection of four Physical Ed/Health classes (76 students) participated in the survey. Students were encouraged to participate in the Community Outreach Day offered by New Eyes. The program offered a free eye exam and free eye glasses. During wellness week, students received daily tips on health and wellness.
 Parent and Community Involvement:	The Parent Teacher Student Association (PTSA) meets the 1st Monday of every month. School Leadership Council (SLC) meets once a month and includes school leadership, staff, faculty, parents and community members. Parents are invited to Back School Night, Bring Your Parent to School Day, PTSA meetings, and Report Card Conference night. Parents may access their child's attendance and grade information through the PowerSchool parent portal in real-time.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The School has conducted a culture and climate survey for the last 4 years. Highlights of the surveys indicate that overall students are more satisfied in regards to the educational opportunities offered in the school. Students are also more satisfied with the physical improvements that have been made to the building.
 Facilities:	Over the past five years, a new State of the Art Athletic Complex was built, a new gymnasium floor was installed, and student lockers were installed on 3 floors. In addition, the cafeteria was updated with a drop ceiling and air conditioning and the entire building was painted. The football locker room and all-sport weight rooms were renovated. The school received over 30 new security cameras and a front entrance security system. Air conditioners were installed in the auditorium and a new sound system was purchased for the auditorium. The PA/intercom and phone system were upgraded.
 School Safety:	Monthly emergency drills are scheduled in coordination with school resource officers and school security. School Resource Officers held a safety meeting for new staff members regarding various school procedures.



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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.

 Other Information	Single-grade level advisories were implemented to address the social emotional development of students and to help with building relationships between students and teachers. The following school committees support the school community: 1. Data Team, 2. Emergency, 3. PBSIS, 4. Safety Team, 5. Attendance Committee, 6. School Leadership Council, 7. SciP/Professional Development, and 8. Wellness Team.Students are celebrated as Students of the Month, Honor Roll, Super Honor Roll, Athletes of the Month, and at pep rallies. Staff members are celebrated with Employee of the Month recognition. Students are offered academic assistance before and after school through the National Honor Society Tutorial Program. JROTC, Band, and Clubs participate in annual events such as the Memorial Day Parade, Breast/Colon Cancer Awareness Walk, Irvington 5K, and more.A Career and College Center is available to students during their lunch block. The Top 12 scholars in the 12th grade and the number one student in the 9th , 10th, and 11th grade classes are honored by the Petrucci Foundation in the Spring. I AM Irvington leadership program is offered to the top 30 juniors and sponsored by the Petrucci Foundation. Junior Achievement High School Heroes facilitated by the Future Business Leaders of America and JROTC instructed scholars at Florence Avenue Elementary School in grades K-5 on Financial Literacy. The Athletic Department had successful seasons in Football, Boys' Soccer, Cross Country, Girls' Basketball, Girls' Tennis, Softball, and Track & Field. The Class of 2018 received over 1 million dollars in scholarships. The Special Olympics were hosted by the school in the Spring. The staff of Irvington High School endeavor to ensure that our students are 21st century thinkers and learners and college and career ready.
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Madison Avenue
(13-2330-120)
Grades Offered: PK-05
2018-2019

Report Key:

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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 at 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	Essex
District	Irvington Public School District
Principal Name	Ms. Malikita Wright
Address	173 Madison Avenue IRVINGTON, NJ 07111
Phone Number	973-399-6871
Email Address	mwright@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/madison-avenue
Twitter	https://twitter.com/IrvingtonPSD



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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	6	28	29
KG	50	36	50
1	48	50	39
2	52	54	48
3	43	48	46
4	60	42	42
5	56	55	46
Total	315	313	300

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	47.0%	48.2%	49.7%
Male	53.0%	51.8%	50.3%
Economically Disadvantaged Students	73.3%	70.0%	68.0%
Students with Disabilities	5.1%	4.2%	4.7%
English Learners	19.0%	17.3%	15.7%
Homeless Students	0.0%	0.0%	0.7%
Students in Foster Care	0.6%	1.0%	0.3%
Military-Connected Students	0.3%	0.3%	0.3%
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	0.3%	0.6%	1.0%
Hispanic	19.4%	20.4%	18.3%
Black or African American	78.4%	76.7%	78.3%
Asian	1.0%	1.6%	1.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.7%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	0.3%	0.0%	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
PK - Half Day	0	0	0
PK - Full Day	6	28	29
KG - Half Day	0	0	0
KG - Full Day	50	36	50

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	64.7%
Spanish	17.0%
Haitian	14.7%
Other Languages	3.7%



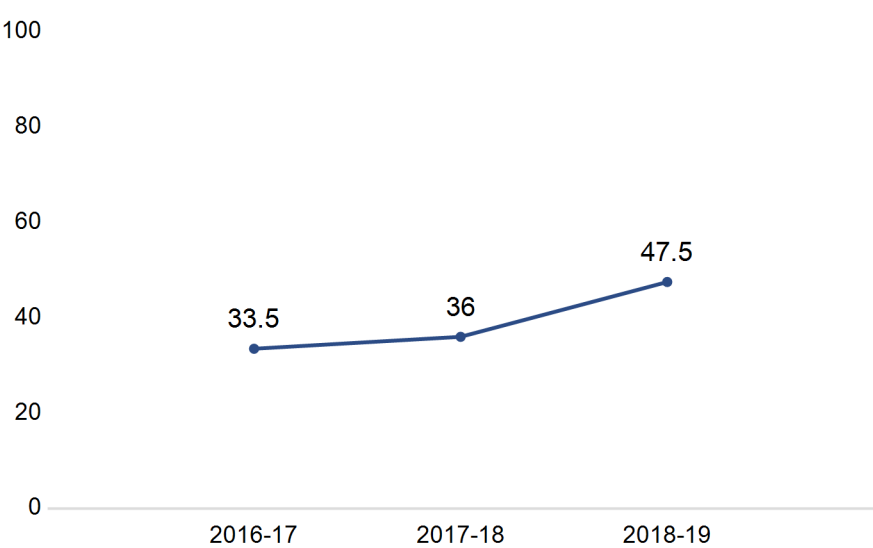
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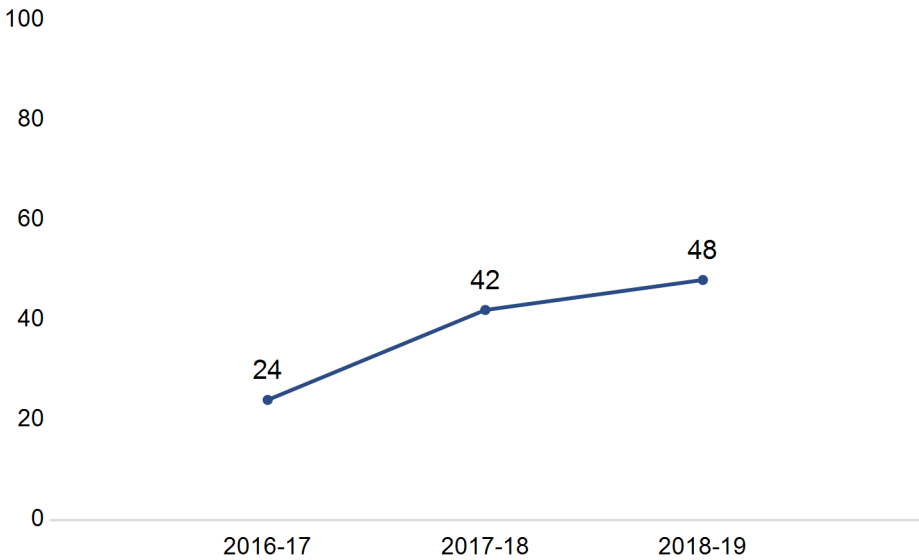
Student Growth Trends and Progress

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	33.5	36	47.5	24	42	48
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
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	47.5	47	50	Met Standard	48	43	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	*	48	49	**	*	45	47	**
Black or African American	48.5	47	45	Met Standard	43	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	44	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	50.5	49	53	N	59	45	50	N
Male	46.5	44	47	N	37	42	51	N
Economically Disadvantaged Students	49	47	48	Met Standard	48.5	43	46	Met Standard
Students with Disabilities	*	37.5	43	**	*	36	45	**
English Learners	*	51	52	**	52	42	50	**
Homeless Students	N	43	43	N	N	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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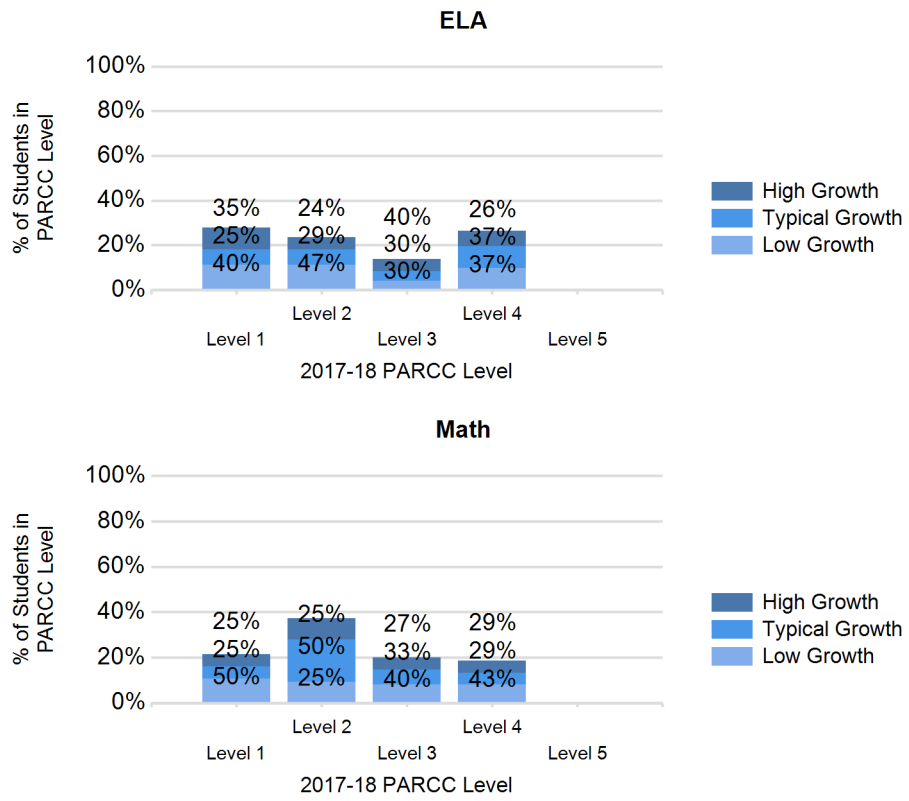
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

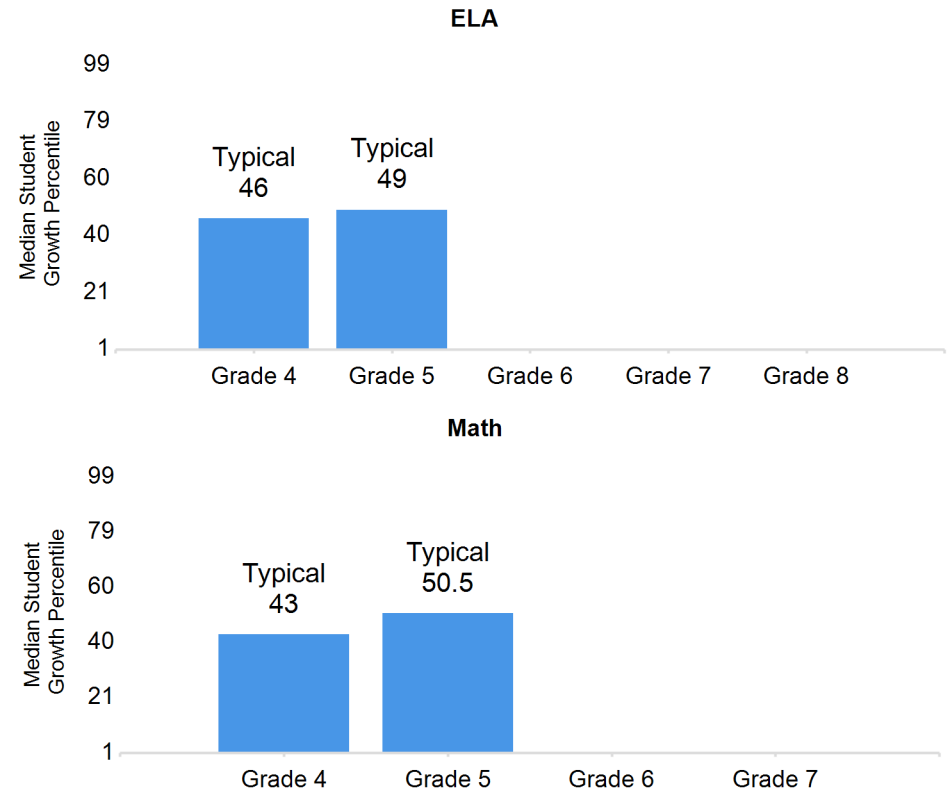
Student Growth by Performance Level

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.



Student Growth by Grade

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



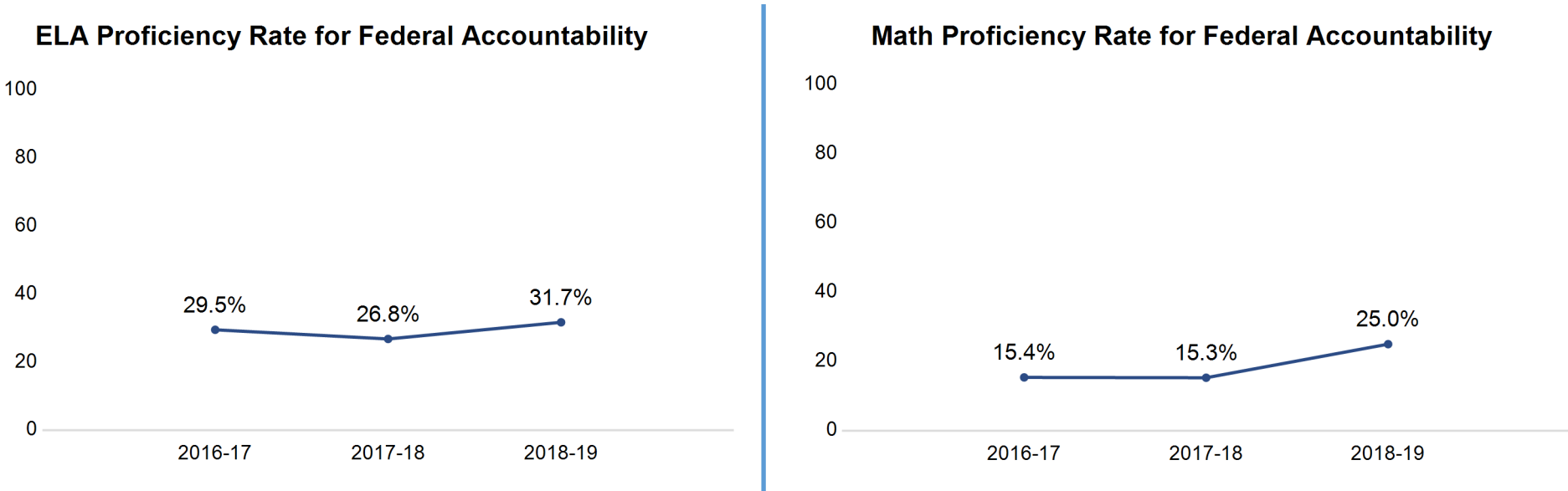


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.8%	95.9%	98.4%	95.9%	96.7%	98.5%
Proficiency Rate for Federal Accountability	29.5%	26.8%	31.7%	15.4%	15.3%	25.0%
Annual Target	28.6%	31.3%	34.0%	23.3%	26.3%	29.3%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	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	126	98.4	31.7	27.3	57.9	31.7	34	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	22	91.7	13.6	25.6	43.9	13.2	31.2	Not Met
Black or African American	98	100.0	34.7	27.6	38.5	34.7	34.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	54	98.2	33.3	32.7	64.8	33.3		
Male	72	98.6	30.6	22.4	51.3	30.6		
Economically Disadvantaged Students	86	98.9	26.7	27.3	40.0	26.7	33.2	Met Target†
Non-Economically Disadvantaged Students	40	97.6	42.5	27.3	67.9	42.5		
Students with Disabilities	*	*	*	*	22.7	*	**	**
Students without Disabilities	*	*	*	*	65.1	*		
English Learners	23	100.0	13.0	16.2	29.3	13.0	N	N
Non-English Learners	103	98.1	35.9	30.7	60.6	35.9		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	18.8	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

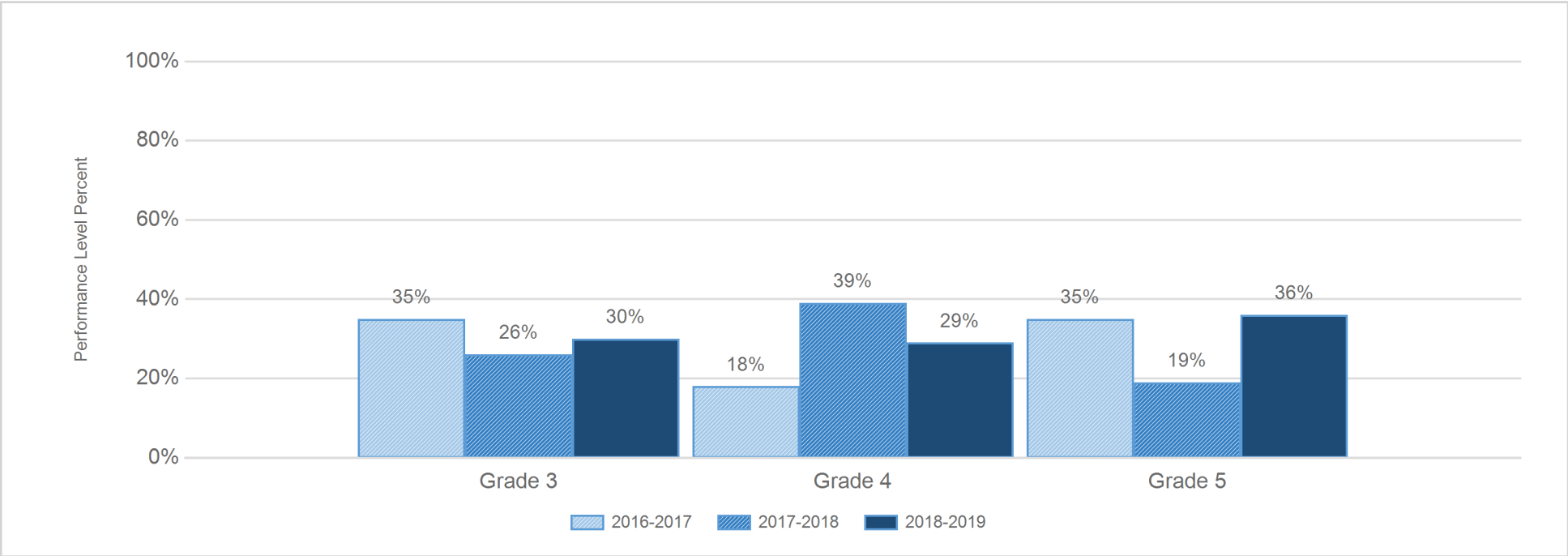


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English Language Arts Assessment - Performance Trends

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	43	730	722	748	*	*	28%	30%	0%	30%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	711	734	*	*	*	*	*	*	36%
Black or African American	30	740	*	731	*	*	*	40%	0%	40%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	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	729	727	753	*	*	*	*	*	26%	55%
Male	24	731	718	743	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	30	726	722	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	13	740	723	759	*	*	*	*	*	54%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	701	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	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	*	*	*	752	*	*	*	*	*	*	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	41	729	731	755	29%	*	27%	*	*	29%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	33	733	731	739	*	*	30%	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	19	740	737	760	*	*	*	*	*	32%	62%
Male	22	720	725	750	*	*	*	*	*	27%	53%
Economically Disadvantaged Students	27	730	*	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	14	728	*	765	*	*	*	*	*	36%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	761	*	*	*	*	*	*	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	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	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	42	732	730	756	*	26%	*	*	*	36%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	36	730	730	739	*	31%	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	17	738	733	761	*	*	*	*	*	41%	64%
Male	25	728	727	750	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	29	736	*	740	*	*	*	*	*	34%	39%
Non-Economically Disadvantaged Students	13	722	*	766	*	*	*	*	*	38%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	758	*	*	*	*	*	*	60%
Homeless Students	N	N	723	730	N	N	N	N	N	N	29%
Students in Foster Care	N	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%



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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	128	98.5	25.0	*	44.5	25.0	29.3	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	22	91.7	18.2	14.6	28.8	17.6	37.2	Not Met
Black or African American	100	100.0	26.0	14.4	23.0	26.0	27.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	55	98.2	25.5	*	44.9	25.5		
Male	73	98.6	24.7	*	44.2	24.7		
Economically Disadvantaged Students	88	98.9	27.3	15.5	26.3	27.3	28.7	Met Target†
Non-Economically Disadvantaged Students	40	97.6	20.0	11.5	54.9	20.0		
Students with Disabilities	*	*	*	*	17.4	*	**	**
Students without Disabilities	*	*	*	*	50.0	*		
English Learners	25	100.0	20.0	*	25.0	20.0	13	Met Target
Non-English Learners	103	98.1	26.2	*	46.5	26.2		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

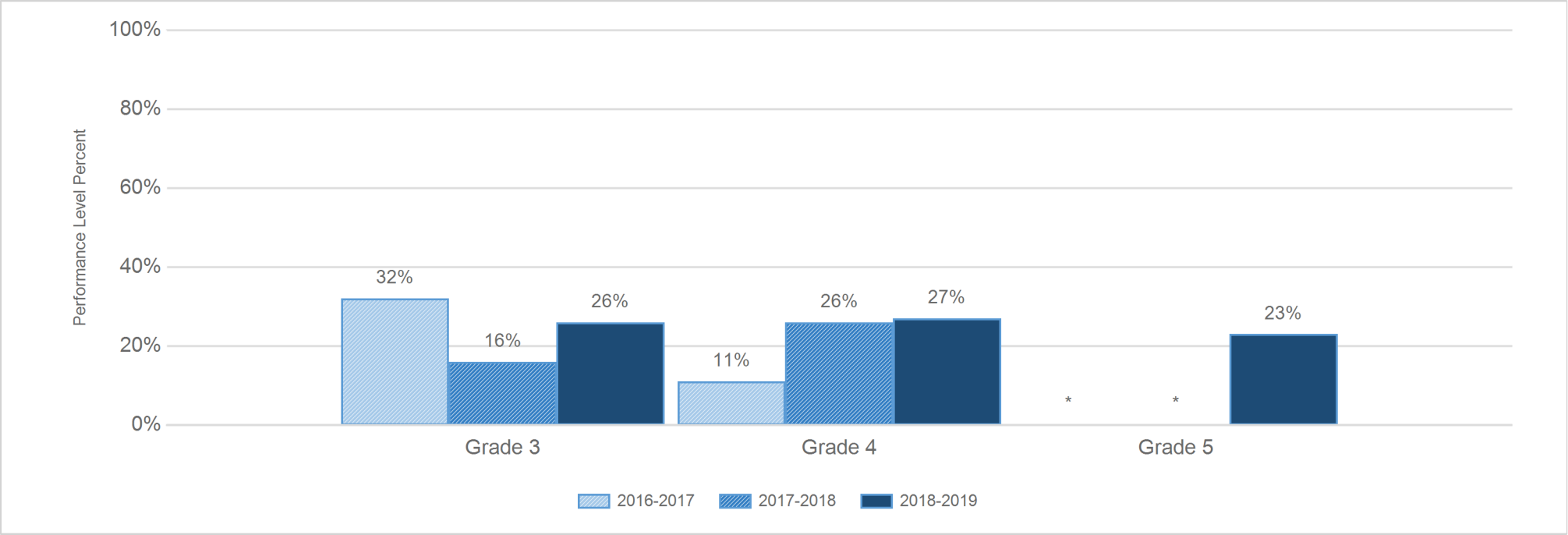


Madison Avenue
(13-2330-120)
Grades Offered: PK-05
2018-2019

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

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.



Madison Avenue
 (13-2330-120)
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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	43	730	732	752	*	37%	*	*	*	26%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	30	730	732	735	*	*	*	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	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	728	733	751	*	*	*	*	*	21%	54%
Male	24	730	731	752	*	*	*	*	*	29%	56%
Economically Disadvantaged Students	30	728	*	737	*	*	*	*	*	23%	37%
Non-Economically Disadvantaged Students	13	733	*	761	*	*	*	*	*	31%	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	*	*	723	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	735	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	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	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Madison Avenue
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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	41	724	724	749	*	29%	*	*	*	27%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	720	737	*	*	*	*	*	*	36%
Black or African American	33	725	725	731	30%	*	*	30%	0%	30%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	19	729	725	749	*	*	*	*	*	32%	50%
Male	22	719	723	749	*	*	*	*	*	23%	52%
Economically Disadvantaged Students	27	726	*	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	14	719	*	759	*	*	*	*	*	14%	63%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	707	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	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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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	44	726	719	747	*	45%	*	23%	0%	23%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	38	724	*	729	*	45%	*	*	*	21%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	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	18	726	719	747	*	*	*	*	*	22%	47%
Male	26	726	719	747	*	*	*	*	*	23%	47%
Economically Disadvantaged Students	31	728	*	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	13	720	*	757	*	*	*	*	*	15%	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	*	*	707	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	721	749	*	*	*	*	*	*	49%
Homeless Students	N	N	723	723	N	N	N	N	N	N	17%
Students in Foster Care	N	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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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	25.9%	56.6%	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	14	*	*
3-4	17	*	*
5 or more	14	*	*



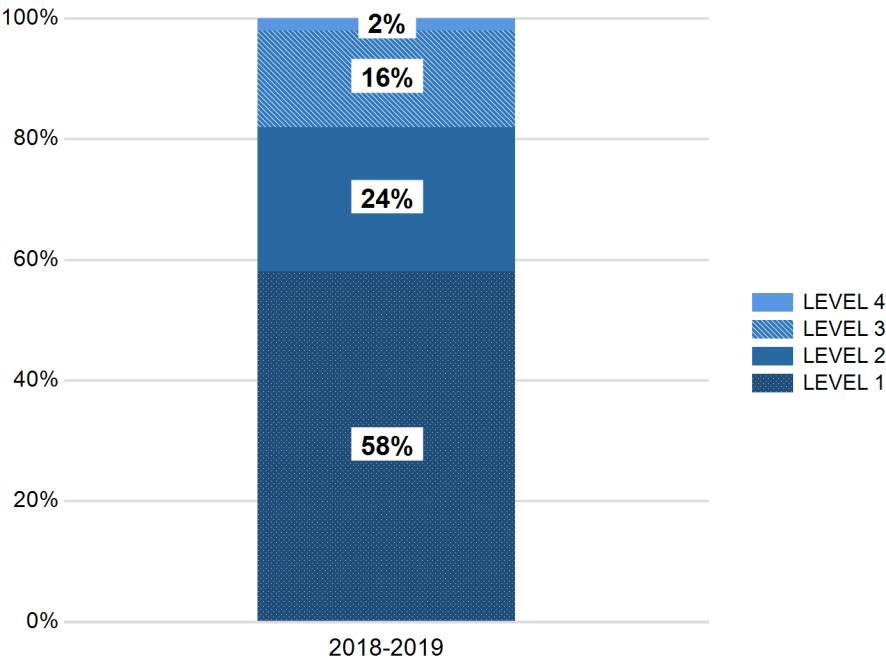
Madison Avenue
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students 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	24	16	2
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	62	22	14	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	67	22	11	0
Male	52	26	19	4
Economically Disadvantaged Students	59	24	17	0
Non-Economically Disadvantaged Students	56	25	13	6
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



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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.

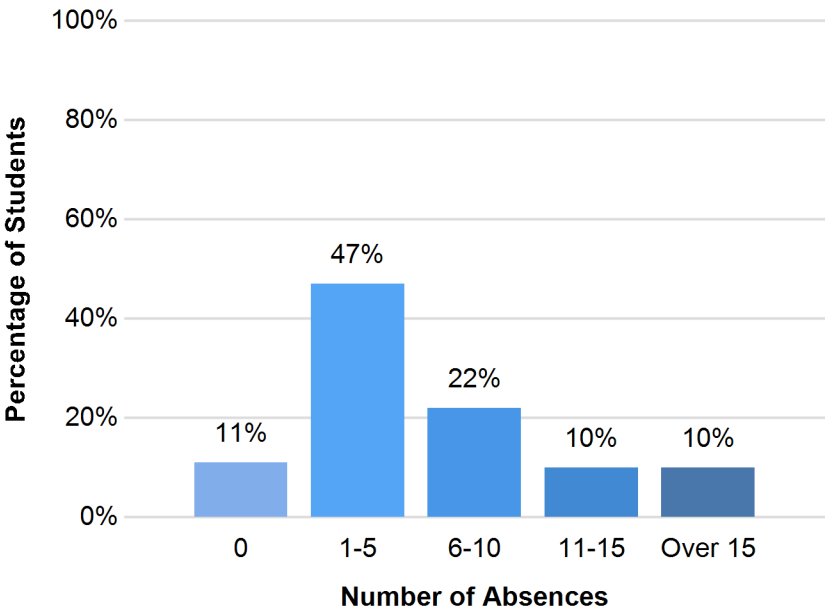
Chronic Absenteeism

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	25	9.2	8.9	Not Met
White	*	*	**	**
Hispanic	1	1.9	8.9	Met
Black or African American	23	11.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	11	8.1		
Male	14	10.1		
Economically Disadvantaged Students	21	11.0	8.9	Not Met
Students with Disabilities	1	5.6	**	**
English Learners	3	7.0	8.9	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
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.





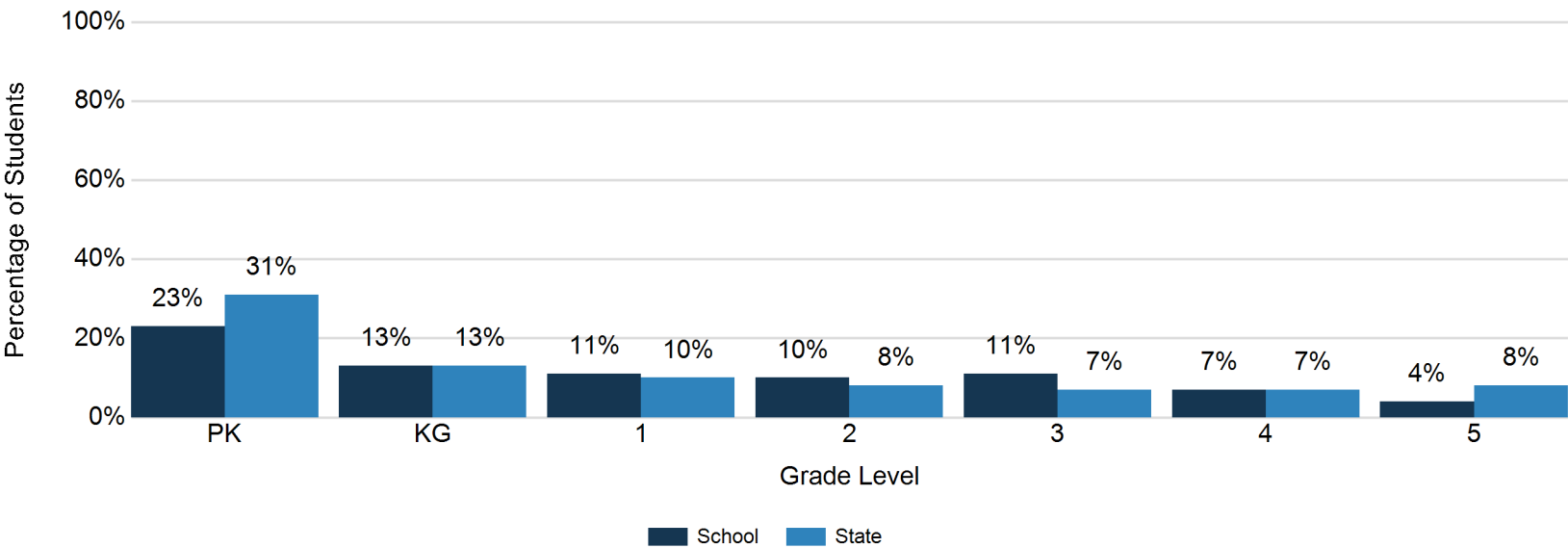
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Chronic Absenteeism by Grade

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	8
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	3.67

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	2
No Identified Nature	1		1

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

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	14	4.7%
Any Suspension	14	4.7%
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
34



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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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	20	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	8.7	10.8
Percentage of Teachers with 4 or more years experience in the district	75.0%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	15:1	15:1
Students to Administrators	300:1	223:1
Teachers to Administrators	20:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	49.7%	80.0%	100.0%	48.4%	77.1%	54.9%
Male	50.3%	20.0%	0.0%	51.6%	22.9%	45.1%
White	1.0%	50.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	18.3%	5.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	78.3%	40.0%	100.0%	15.0%	6.6%	13.9%
Asian	1.0%	5.0%	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	0.7%	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%



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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.

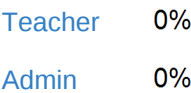
Bachelor's Degree



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.8%



Madison Avenue
(13-2330-120)
Grades Offered: PK-05
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.



Madison Avenue
(13-2330-120)
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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.



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(13-2330-120)
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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.5%	26.8%	31.7%
Math Proficiency	15.4%	15.3%	25.0%
ELA Growth	34	36	48
Math Growth	24	42	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		69.7%	25.9%
Chronic Absenteeism	10.6%	13.3%	9.2%

† 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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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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 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	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	**	**	n/a	Met	No
Black or African American	Met Target†	Met Target†	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†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	N	Met Target	**	**	**	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:	- One of our most notable accomplishments at Madison Avenue School was the removal of our Comprehensive Status by the New Jersey Department of Education (NJDOE). - We believe it is the responsibility of all stakeholders connected to the school community to empower children to become academically and socially responsible citizens in the 21st century. - Teachers were able to collaborate and expand their instructional practice with the support our ELA and Math Specialists. Students were able to join clubs that peaked their interest.
 Mission, Vision, Theme:	Madison Avenue School is committed to creating a safe and nurturing environment that promotes teaching and learning. We understand that a strong academic foundation is needed to be a successful citizen in society. It is our mission to develop every child's academic potential and their ability to be a contributing member to our community both now and in the future.
 Awards, Recognition, Accomplishments:	One of Madison Avenue's marquee activities this past May was our Law Day Mock Trial where students in our upper grades participated in a simulated real-time court scenario. Students studied and portrayed roles of citizens, lawyers, prosecutors, law enforcement, jurors, and magistrates in a Supreme Court setting. Ultimately, the Mock Trial successfully exposed our students to important aspects of the United States Justice System; subtly empowering, educating, and encouraging them to pursue careers in law. In addition, students and staff participated in district-wide and community based events. We participated in the district's Martin Luther King, Jr. essay contest and Spelling Bee. Students placed 2nd and 3rd in the district's Multi-Cultural Writing contest. Students and staff participated in the Irvington Breast and Colon Cancer Awareness Walk and the Irvington Township 5K Run/Walk event.



Madison Avenue
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Courses, Curriculum, Instruction:

Academics were at the center of our work and teachers played a critical role in improving learning outcomes. The teachers at MAS provided instruction that was in alignment with NJSLs and the district's curriculum pacing guide. Literacy development and fostering effective writing skills across the curriculum guided the direction of learning. Small group instruction allowed our students the opportunity to have a more personalized learning experience. Student engagement practices such as SIOp and Kagan structures assisted in facilitating learning. Focused PLC meetings led by our ELA and Math Specialists monitored for trends/patterns and made necessary adjustments to instructional practices. A new Math series, Envisions 2.0 was introduced, as well as a diagnostic tool, iReady. Student spent an average of 45 minutes per week in small instructional groups addressing their needs. Technology was available to all students.



Sports and Athletics:

Sports Offered: Basketball (Coed)



Clubs and Activities:

The extended school day was a critical element of our school community as it provided additional opportunities for students to boost their academic performance, increase their physical health, while providing a continuous safe structured social environment after regular school hours. Many students were actively involved in after school club opportunities. Attendance remained high in clubs such as Basketball, Writing, STEM, Homework, Drama, Cheerleading and Step clubs. The Student Council provided leadership experience for young scholars. Student Council members had an opportunity to meet with the Principal and share their thoughts and ideas to improve the culture and climate of the school. One of the projects the Student Council completed was creating a healthy treat list for teachers and/or parents to reference. Our National Honor Society members created a video about best studying tips that was used to encourage their peers to perform well on the state exam.



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 Before and After School Programs:	Madison Avenue School offers an after-school academic enrichment program that serves students in grades 3 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessments. The program is taught by highly qualified teachers who are required to maintain progress data for each student. The academic enrichment program was extended to our grades 1 and 2 students offering homework, ELA and math support.
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Student Health and Wellness:	As part of our health and wellness goals, a nutritious breakfast is provided to students every school day. Through our physical education classes, the importance of leading a healthy life involving movement is encouraged. In particular, during the month of October, Wellness Week kicks off our focus on health and wellness. Information is shared about breast/colon cancer and schoolwide exercises are performed. The week is concluded with a breast/colon cancer walk around the school/community to help bring about awareness. Throughout the remainder of the year, for grades K-2, germs and handwashing activities are conducted by our nurse. Grades 3-5 have personal hygiene sessions. Health habits games are played with pre-kindergarten students around the topic of nutrition. Our annual Field Day, concludes our school year with opportunities to participate health and wellness promoting activities.
Parent and Community Involvement:	Our school improvement efforts were supported through the collaboration with the Parent-Teacher Association (PTA). Our PTA was very active in encouraging many of our school's initiatives. The PTA participated in our Celebrity Read event where they visited classrooms to read and discuss the importance of reading. Parents contributed to our first annual Career Fair where they shared insights into their professions. The PTA helped facilitate our Family Reading Night and purchased books for our scholars. The various fundraiser efforts were used to help support the 5th grade social and Field Day activities. Through their involvement, our PTA was a viable asset. Our parent coordinator offered monthly workshops that informed parents about what their children were learning as well as ways to encourage and assist their children in meeting academic expectations.



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 Facilities:	In addition to 14 regular classrooms, our facility has a computer lab, art room, gymnasium, music room, two Prekindergarten classrooms, and a room designated and used for parental meetings and workshops. All of our classrooms are equipped with interactive SmartBoards or Clear Touch Boards. Chromebook Carts have been purchased in an effort to infuse technology into instruction.
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A BC Early Childhood Education: Madison Avenue School offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and teacher-family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building.
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 Other Information	Madison Avenue Elementary School is a pre-kindergarten to grade-5 school with a mission to provide a quality learning experience that is sensitive to the needs of a culturally-diverse community. Our student population is comprised of approximately 300 scholars. Our rich, culturally-diverse learning community enhances understanding, acceptance and tolerance of all people within the Irvington community, as well as, the global-community at large. With focused district and school-level administrative leadership, the instructional staff facilitates academic-programs that are standard and research-based, providing students with the necessary critical-thinking skills, values, and ideals that will propel them into becoming productive citizens in the 21st Century. Teachers remain on the cutting edge by participating in professional development that offers best practices and research-based strategies that are in alignment with the New Jersey Student Learning Standards. As a professional learning community, we continue to search for ways to enhance all instruction with rigor, relevance, and relationships. As a result, we have narrowed the focus with aggressive job-embedded professional development, incorporating joint planning, peer-coaching, data-analysis and action-research. Our Parent-Teacher Association (PTA), the parental arm of our learning community, works diligently to ensure that parents and families have a voice in the process. They not only provide rich experiences for all students, but several sit on the School Leadership Council, providing the necessary input for instructional best practices. Madison Avenue School strives to ensure that our students are 21st century learners and thinkers and are college and career ready.
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Mt. Vernon Avenue Elementary School
(13-2330-131)
Grades Offered: PK-05
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 at 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:

**Mt. Vernon Avenue Elementary School**

(13-2330-131)

Grades Offered: PK-05

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	Essex
District	Irvington Public School District
Principal Name	Ms. Nicole Gilmore
Address	54 MT VERNON AVENUE IRVINGTON, NJ 07111
Phone Number	973-399-6875
Email Address	ngilmore@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/mount-vernon/
Twitter	https://twitter.com/IrvingtonPSD



Mt. Vernon Avenue Elementary School

(13-2330-131)

Grades Offered: PK-05

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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	86	89	92
KG	91	83	90
1	89	87	87
2	77	74	101
3	74	60	81
4	77	71	71
5	74	67	78
Total	568	531	600

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	50.0%	55.7%	50.3%
Male	50.0%	44.3%	49.7%
Economically Disadvantaged Students	88.6%	78.7%	81.7%
Students with Disabilities	4.0%	3.4%	6.0%
English Learners	16.0%	15.6%	17.2%
Homeless Students	0.5%	0.0%	1.3%
Students in Foster Care	0.4%	0.2%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	1.1%	1.1%	0.5%
Hispanic	10.6%	12.2%	16.3%
Black or African American	87.0%	85.3%	81.8%
Asian	0.7%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.5%	0.6%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.2%

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	86	89	92
KG - Half Day	0	0	0
KG - Full Day	91	83	90

Enrollment by Home Language

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

Home Language	% of Students
English	67.7%
Spanish	13.8%
Haitian	13.0%
Igbo	1.7%
Other Languages	3.8%



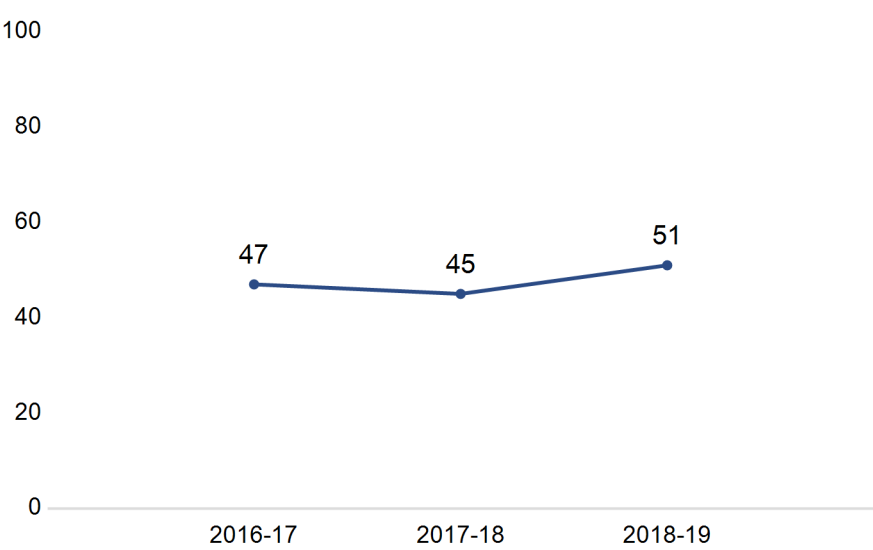
Mt. Vernon Avenue Elementary School
(13-2330-131)
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2018-2019

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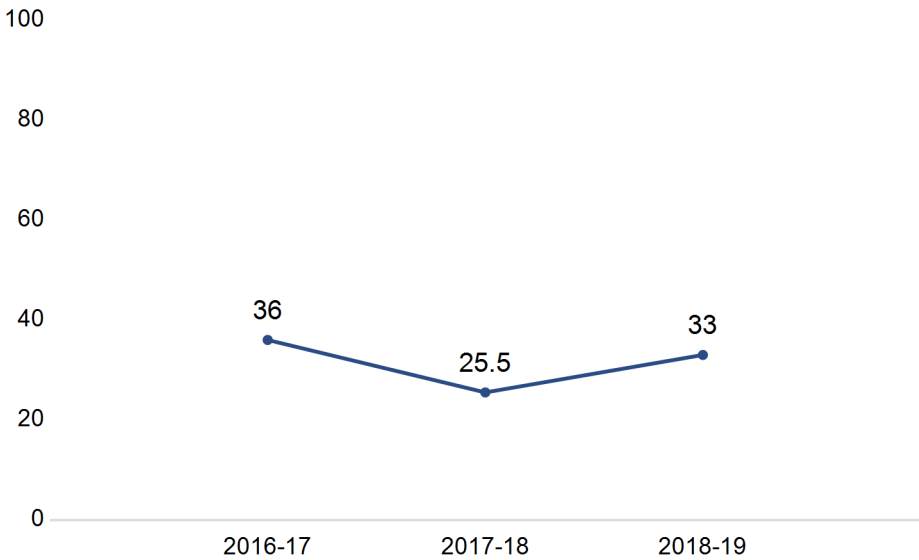
Student Growth Trends and Progress

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	47	45	51	36	25.5	33
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	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	51	47	50	Met Standard	33	43	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	60	48	49	**	22	45	47	**
Black or African American	50.5	47	45	Met Standard	33	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	55	49	53	N	34	45	50	N
Male	44	44	47	N	26	42	51	N
Economically Disadvantaged Students	51.5	47	48	Met Standard	33	43	46	Not Met
Students with Disabilities	43	37.5	43	**	65.5	36	45	**
English Learners	57	51	52	Met Standard	23	42	50	Not Met
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



Mt. Vernon Avenue Elementary School
(13-2330-131)
Grades Offered: PK-05
2018-2019

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

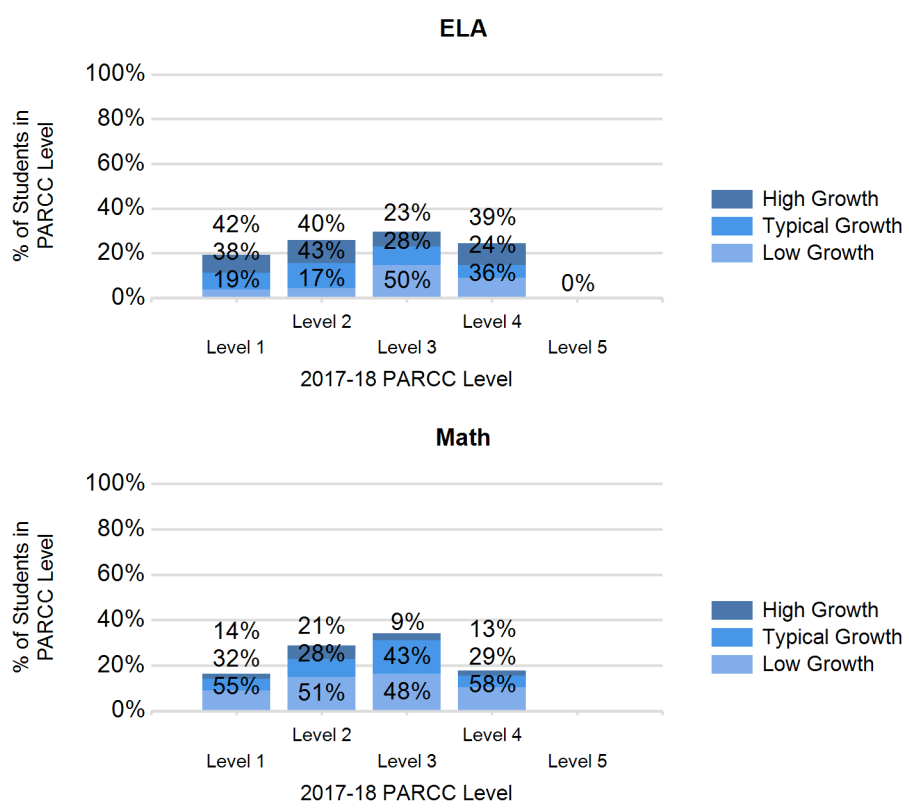
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

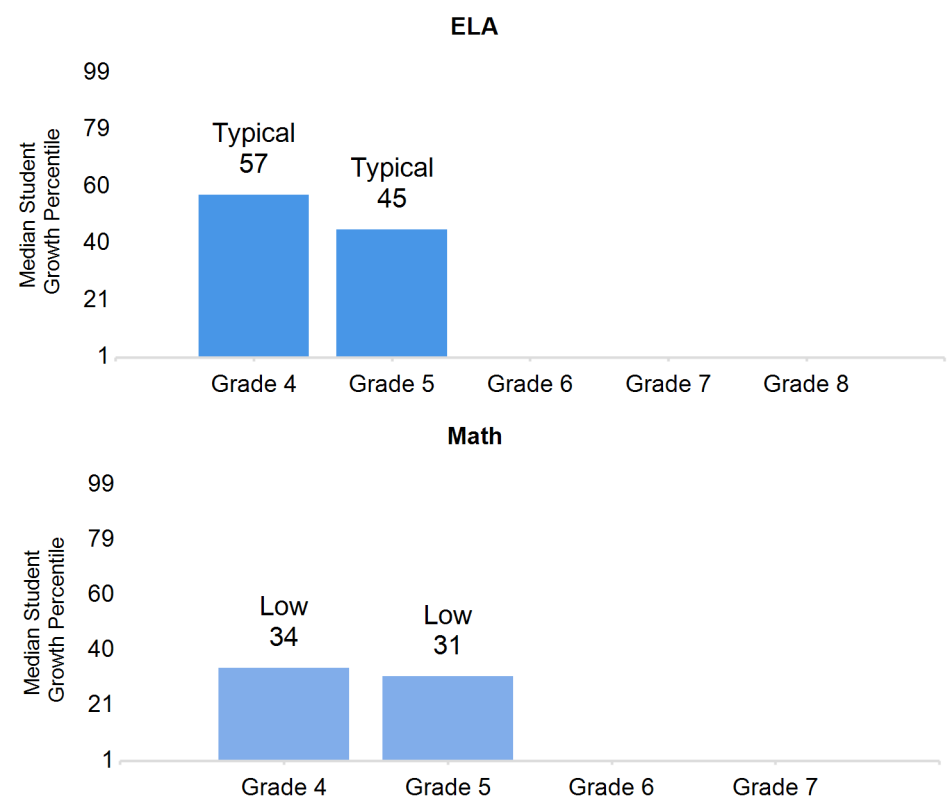
Student Growth by Performance Level

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.



Student Growth by Grade

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





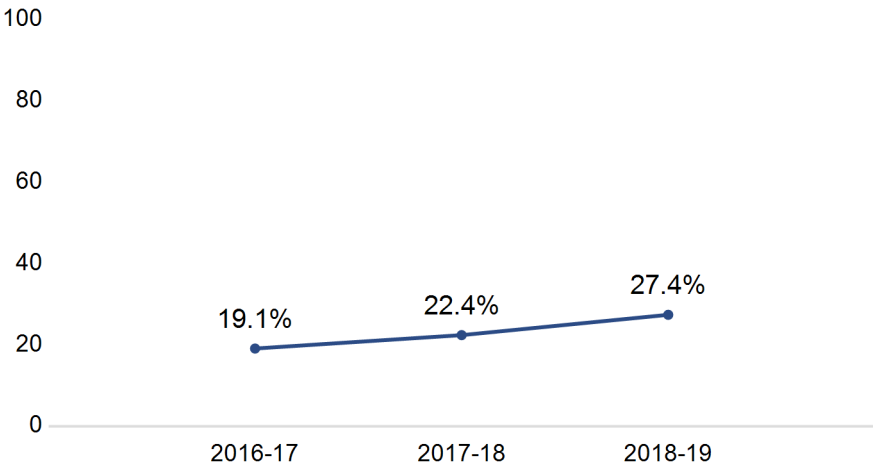
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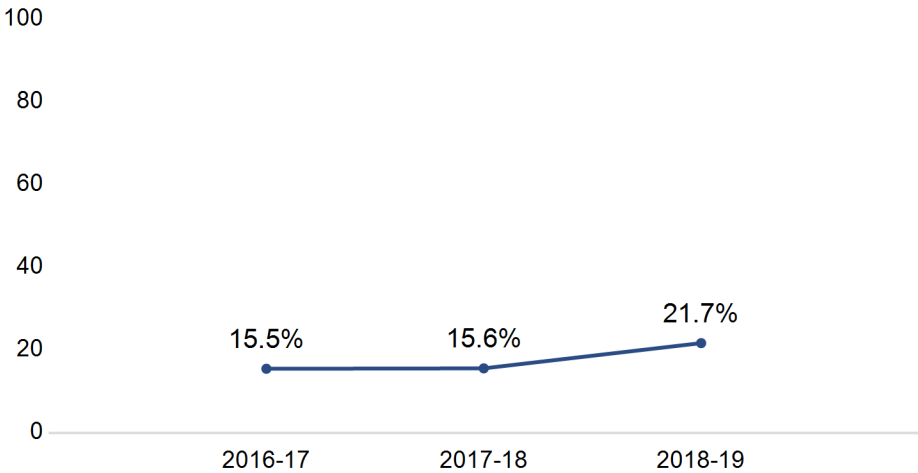
English Language Arts and Mathematics Performance Trends

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	98.6%	98.5%	96.7%	98.7%	98.6%	96.1%
Proficiency Rate for Federal Accountability	19.1%	22.4%	27.4%	15.5%	15.6%	21.7%
Annual Target	17.4%	20.7%	24.0%	17.3%	20.6%	23.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	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	219	96.7	27.4	27.3	57.9	27.4	24	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	26	96.4	30.8	25.6	43.9	30.8	24.2	Met Target
Black or African American	184	96.5	26.6	27.6	38.5	26.6	24.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	118	96.9	32.2	32.7	64.8	32.2		
Male	101	96.3	21.8	22.4	51.3	21.8		
Economically Disadvantaged Students	185	96.6	27.0	27.3	40.0	27.0	24.8	Met Target
Non-Economically Disadvantaged Students	34	97.2	29.4	27.3	67.9	29.4		
Students with Disabilities	19	90.5	10.5	*	22.7	10.0	13.5	Met Target†
Students without Disabilities	200	97.3	29.0	*	65.1	29.0		
English Learners	45	97.8	17.8	16.2	29.3	17.8	20.1	Met Target†
Non-English Learners	174	96.4	29.9	30.7	60.6	29.9		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.8	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

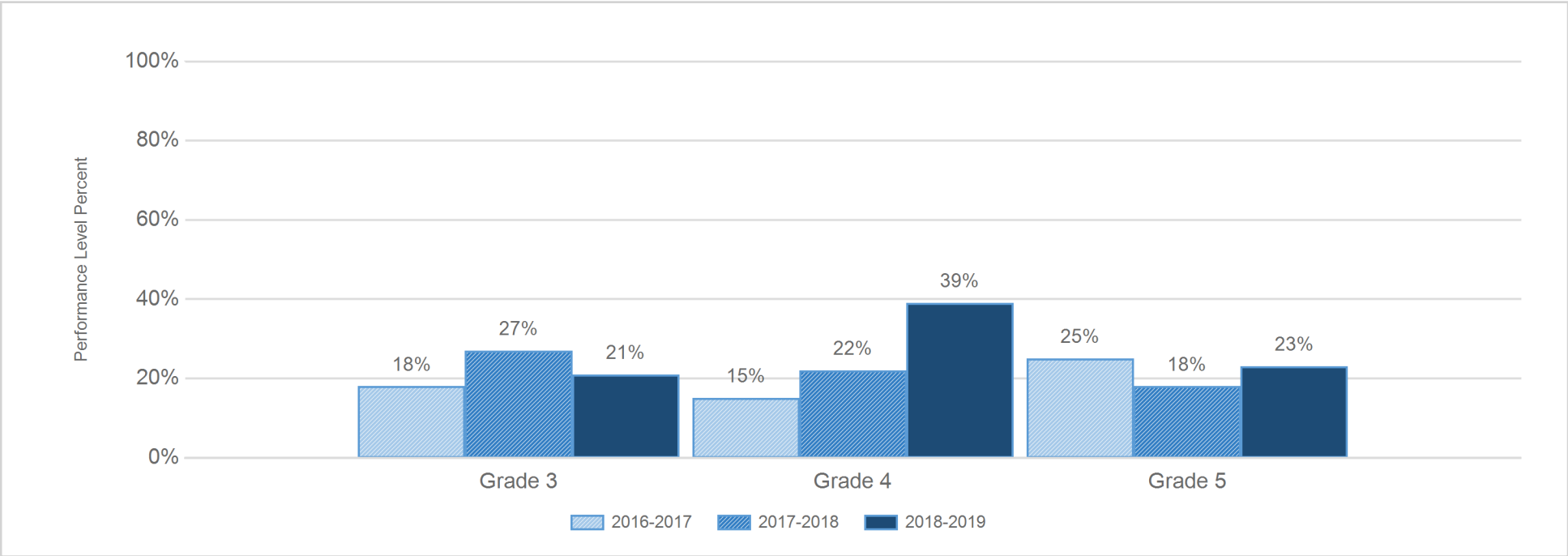


Mt. Vernon Avenue Elementary School
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English Language Arts Assessment - Performance Trends

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.





Mt. Vernon Avenue Elementary School

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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	80	724	722	748	30%	23%	26%	*	*	21%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	11	714	711	734	*	*	*	*	*	18%	36%
Black or African American	64	723	*	731	33%	19%	28%	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	41	723	727	753	29%	*	24%	*	*	22%	55%
Male	39	725	718	743	31%	*	28%	*	*	21%	46%
Economically Disadvantaged Students	70	724	722	731	*	*	*	*	*	21%	33%
Non-Economically Disadvantaged Students	10	718	723	759	*	*	*	*	*	20%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	12	714	701	713	*	*	*	*	*	17%	17%
Non-English Learners	68	725	728	751	*	*	*	*	*	22%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	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	72	743	731	755	*	21%	31%	*	*	39%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	10	746	729	743	*	*	*	*	*	40%	44%
Black or African American	58	743	731	739	*	24%	28%	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	42	749	737	760	*	*	29%	*	*	45%	62%
Male	30	735	725	750	*	*	33%	*	*	30%	53%
Economically Disadvantaged Students	59	742	*	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	13	749	*	765	*	*	*	*	*	46%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	761	*	*	*	*	*	*	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	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	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	80	730	730	756	*	35%	33%	*	*	23%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	73	730	730	739	*	34%	34%	*	*	22%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	44	733	733	761	*	41%	*	*	*	30%	64%
Male	36	725	727	750	*	28%	*	*	*	14%	52%
Economically Disadvantaged Students	68	731	*	740	*	*	*	*	*	24%	39%
Non-Economically Disadvantaged Students	12	723	*	766	*	*	*	*	*	17%	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	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%



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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	226	96.1	21.7	*	44.5	21.7	23.9	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	27	96.9	22.2	14.6	28.8	22.2	42.9	Not Met
Black or African American	190	95.8	20.5	14.4	23.0	20.5	21.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	122	95.7	18.9	*	44.9	18.9		
Male	104	96.6	25.0	*	44.2	25.0		
Economically Disadvantaged Students	190	96.7	21.6	15.5	26.3	*	24.2	Met Target†
Non-Economically Disadvantaged Students	36	92.5	22.2	11.5	54.9	*		
Students with Disabilities	19	90.5	15.8	*	17.4	15.0	23	Met Target†
Students without Disabilities	207	96.6	22.2	*	50.0	22.2		
English Learners	51	94.5	15.7	*	25.0	15.5	40.3	Not Met
Non-English Learners	175	96.5	23.4	*	46.5	23.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

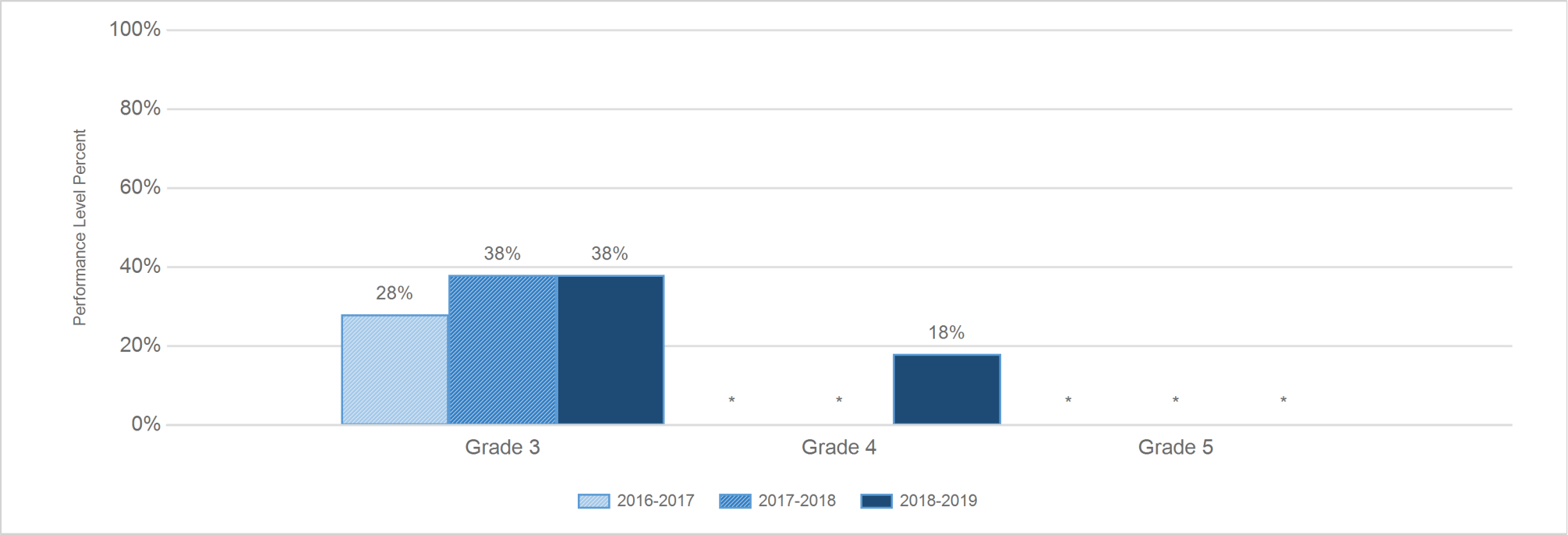


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Mathematics Assessment – Performance Trends

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 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	85	734	732	752	19%	12%	32%	*	*	38%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	14	730	732	739	*	*	*	*	*	29%	40%
Black or African American	66	733	732	735	17%	*	33%	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	45	730	733	751	*	*	29%	*	*	33%	54%
Male	40	739	731	752	*	*	35%	*	*	43%	56%
Economically Disadvantaged Students	73	735	*	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	12	731	*	761	*	*	*	*	*	33%	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	15	732	723	728	*	*	*	*	*	40%	26%
Non-English Learners	70	735	735	754	*	*	*	*	*	37%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	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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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	76	725	724	749	21%	26%	34%	18%	0%	18%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	11	722	720	737	*	*	*	*	*	18%	36%
Black or African American	61	727	725	731	20%	26%	36%	18%	0%	18%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	42	723	725	749	*	*	33%	*	*	17%	50%
Male	34	729	723	749	*	*	35%	*	*	21%	52%
Economically Disadvantaged Students	63	724	*	734	*	32%	*	*	*	16%	32%
Non-Economically Disadvantaged Students	13	732	*	759	*	0%	*	*	*	31%	63%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	707	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	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%



Mt. Vernon Avenue Elementary School

(13-2330-131)

Grades Offered: PK-05

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	83	715	719	747	*	*	*	*	*	*	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	76	715	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	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	45	716	719	747	*	*	*	*	*	*	47%
Male	38	714	719	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	71	715	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	12	716	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	*	*	707	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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%

**Mt. Vernon Avenue Elementary School**

(13-2330-131)

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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

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	61.5%	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	28	85.7%	14.3%
3-4	41	65.9%	34.1%
5 or more	11	*	*



Mt. Vernon Avenue Elementary School

(13-2330-131)

Grades Offered: PK-05

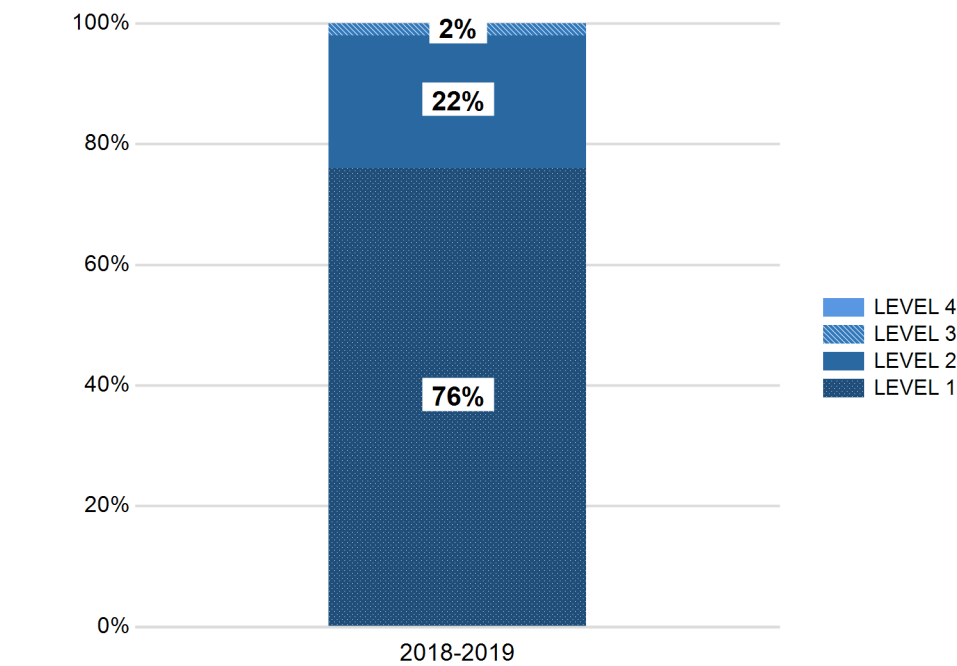
2018-2019

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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	76	22	2	0
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	77	20	3	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	76	22	2	0
Male	76	22	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



Mt. Vernon Avenue Elementary School

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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.

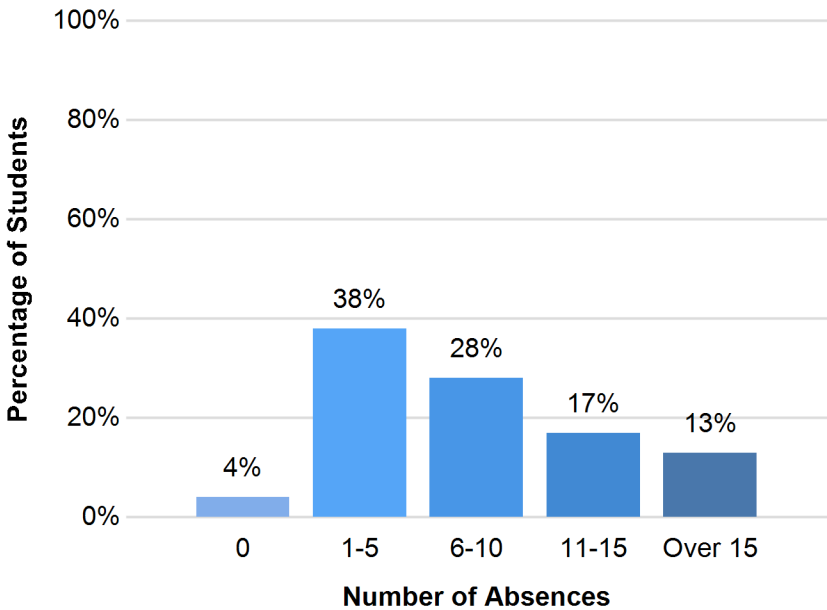
Chronic Absenteeism

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	57	11.1	8.9	Not Met
White	*	*	**	**
Hispanic	3	3.8	8.9	Met
Black or African American	53	12.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	27	9.8		
Male	30	12.7		
Economically Disadvantaged Students	50	11.8	8.9	Not Met
Students with Disabilities	4	11.1	8.9	Not Met
English Learners	5	6.2	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.





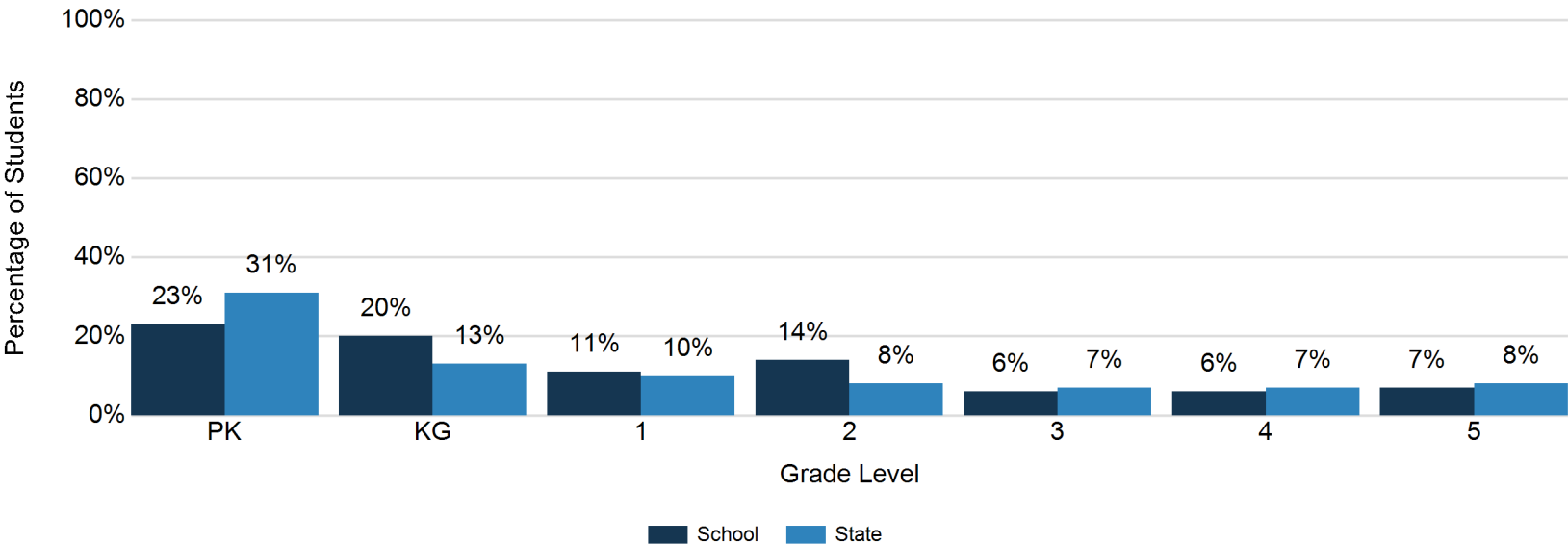
Mt. Vernon Avenue Elementary School
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Chronic Absenteeism by Grade

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





Mt. Vernon Avenue Elementary School

(13-2330-131)

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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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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

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

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	21	3.5%
Any Suspension	23	3.8%
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
58



Mt. Vernon Avenue Elementary School

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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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	32	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	65.6%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	19:1	15:1
Students to Administrators	600:1	223:1
Teachers to Administrators	32:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	50.3%	87.5%	100.0%	48.4%	77.1%	54.9%
Male	49.7%	12.5%	0.0%	51.6%	22.9%	45.1%
White	0.5%	25.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	16.3%	3.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	81.8%	71.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.7%	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	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	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



Master’s Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.7%



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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	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.



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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.1%	22.4%	27.4%
Math Proficiency	15.5%	15.6%	21.7%
ELA Growth	47	45	51
Math Growth	36	26	33
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		81.5%	61.5%
Chronic Absenteeism	16.1%	11.1%	11.1%

† 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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 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.



Mt. Vernon Avenue Elementary School
(13-2330-131)
Grades Offered: PK-05
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	Met Target	Met Target†	Met Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	Met Target	Met Target†	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	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target†	Not Met	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).



Mt. Vernon Avenue Elementary School
(13-2330-131)
Grades Offered: PK-05
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:	- Mt. Vernon Avenue's Parent Teacher Association received the 2019 NJ PTA Outstanding Hispanic Latino Outreach Award for their work with the Latino student and family population. - Mt. Vernon met ESSA Accountability in progress towards English Language Proficiency, ELA and Math Academic Achievement, ELA Median Growth Percentile, and ELA and Math Participation Rates. - Mt. Vernon offers a Haitian Creole and Spanish Bilingual Program for kindergarten and grade one students. The program supports the students' access to the standards and English language proficiency.
 Mission, Vision, Theme:	Mt. Vernon Avenue Elementary School is a place where Scholars learn to SOAR! Mt. Vernon Avenue stakeholders purposefully design learning experiences to ensure that all scholars have opportunities for Success, take Ownership for their learning and actions, maintain a positive outlook and Attitude in all academic and social interactions, and demonstrate Respect for each other as well as the learning process. Our mission is to provide a superior academic education in a caring environment in which every child is respected and given the opportunity to develop character, attitudes, and values, preparing them for a globally competitive workforce.
 Awards, Recognition, Accomplishments:	Mount Vernon is proud to have outstanding professionals, one of which was recognized by the district as the 2018-2019 Educator of the Year Award.



Mt. Vernon Avenue Elementary School
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 Courses, Curriculum, Instruction:	Our ELA program, Reading Wonders is aligned to the state standards and uses research-based instruction and differentiated learning opportunities. Our new math curriculum, enVisionMATH, which is a core program for students in kindergarten through grade 5 helps students to develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. The science program is integrated and exposes scholars to all science genres with participation in Virtual Learning Labs with scientists. The Social Studies curriculum is organized around the central concepts of civics, geography, and economics.
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Mt. Vernon Avenue Elementary School
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 Before and After School Programs:	Mt. Vernon offers an after-school enrichment program that serves students in grades 2 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student.
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 Parent and Community Involvement:	Our parents and community partners are active participants in the education of our scholars. They partner with us on various events with the PTA, as well as volunteer at fundraising events and programs. Our Parent Coordinator focuses on parent/community involvement facilitating workshops on topics such as New Jersey Student Learning Assessment Readiness and ESL and Special Education Tips for Parents. The District's PowerSchool Portal provides parents with access to their child's academic progress in real-time.
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Mount Vernon Avenue staff and scholars are surveyed three times a year. The School Leadership Council assists in creating the survey and analyzes the results. The data is used to guide programming, school operations, behavior modification, parent involvement, and staff development. Our school's intentional focus on cultivating a learning community that is welcoming and supports students, families and staff is evidenced through increased student activities beyond the school day.
 Facilities:	Each classroom is equipped with a SmartBoard and all teachers have access to Chromebooks, two computer labs and a new fully equipped science lab. Our atrium and central staircase is only one of the aesthetic elements of our building with its natural lighting. We are handicap accessible and have a playground area for our scholars. Our library, art room, vocal and instrumental music rooms are creatively adorned with learning resources relative to the content.



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A BC Early Childhood Education:	Mt. Vernon offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and teacher-family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building.
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 Other Information	With student learning as our primary goal, we are resolved in ensuring that our scholars are the recipients of a quality education in an inclusive, safe and nurturing school environment. We celebrate and recognize the diversity that exists in our learning community with regard to cultures, learning styles and life experiences. As such, we provide transferable life skills and instruction that is differentiated, fosters high student engagement, prepares students to be problem-solvers, critical thinkers and confident learners. Our talented faculty and staff are prepared, dedicated, supportive and steadfast in preparing our scholars for college and careers while also shaping their socio-emotional development. Scholars at Mt. Vernon Avenue are provided with rich, rigorous and relevant learning experiences, employing research-based instructional strategies with curricular resources aligned to the NJ Student Learning Standards. Technology is infused in all aspects of our curriculum as students interact with Smart Boards, Chromebooks, and instructional software present in our core curricular programs. We address the whole child, offering scholars a unique opportunity to play a larger role in the school community, forming stronger bonds with teachers, staff and their peers. Monday and Tuesday mornings are dedicated to Morning Convocation, a structured celebration of school pride and affirmation of our greatness, energizing and focusing the entire community on achieving their full academic and social potential throughout the day. At Mt. Vernon, our days are guided by focused attention on instruction, curriculum implementation, student mastery of learning objectives, school culture and climate and parent voice. Through intentional and reflective practices, we present as a learning community that values collaboration, lifelong learning, and collective responsibility, evidenced by student achievement. We endeavor to prepare our students for college and career.
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Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
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 at 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:



Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
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	Essex
District	Irvington Public School District
Principal Name	Ms. Stacy Love
Address	141 181 MONTGOMERY AVENUE IRVINGTON, NJ 07111
Phone Number	973-416-3824
Email Address	slove@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/thurgood-marshall/
Twitter	https://twitter.com/IrvingtonPSD



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	112	109	113
KG	61	65	56
1	55	51	58
2	62	50	53
3	58	61	41
4	40	50	56
5	39	43	50
Total	427	429	427

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	45.2%	38.7%	37.0%
Male	54.8%	61.3%	63.0%
Economically Disadvantaged Students	83.1%	76.7%	80.6%
Students with Disabilities	14.5%	19.1%	19.2%
English Learners	16.4%	17.7%	17.8%
Homeless Students	1.2%	7.0%	0.5%
Students in Foster Care	0.9%	0.5%	1.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	1.2%	0.9%	0.5%
Hispanic	18.5%	18.6%	20.1%
Black or African American	78.9%	79.0%	78.7%
Asian	0.2%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.7%	0.7%	0.5%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	0.2%	0.5%	0.0%

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	112	109	113
KG - Half Day	0	0	0
KG - Full Day	61	65	56

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	72.8%
Spanish	14.5%
Haitian	4.7%
Igbo	2.6%
Yoruba	2.3%
Other Languages	3.0%



Thurgood Marshall Elementary School

(13-2330-125)

Grades Offered: PK-05

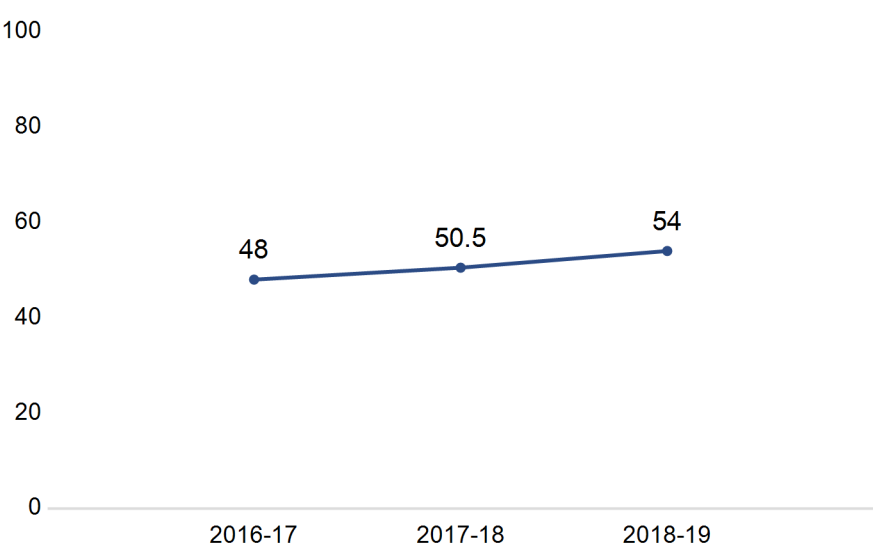
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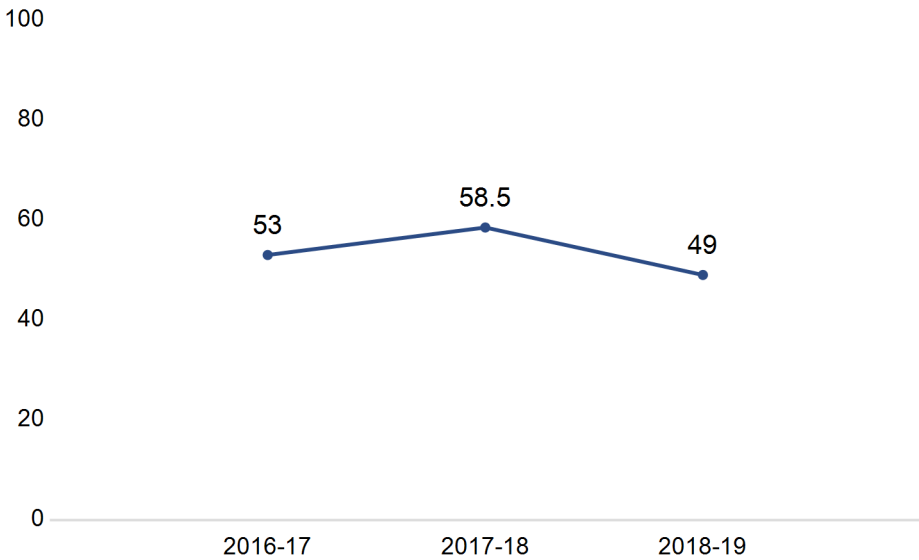
Student Growth Trends and Progress

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	48	50.5	54	53	58.5	49
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



Thurgood Marshall Elementary School

(13-2330-125)

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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	54	47	50	Met Standard	49	43	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	59	48	49	Met Standard	40	45	47	Met Standard
Black or African American	53.5	47	45	Met Standard	54.5	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	44	59	**	N	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	50.5	49	53	N	53.5	45	50	N
Male	59	44	47	N	47	42	51	N
Economically Disadvantaged Students	55	47	48	Met Standard	52	43	46	Met Standard
Students with Disabilities	46	37.5	43	**	*	36	45	**
English Learners	62	51	52	Exceeds Standard	53.5	42	50	Met Standard
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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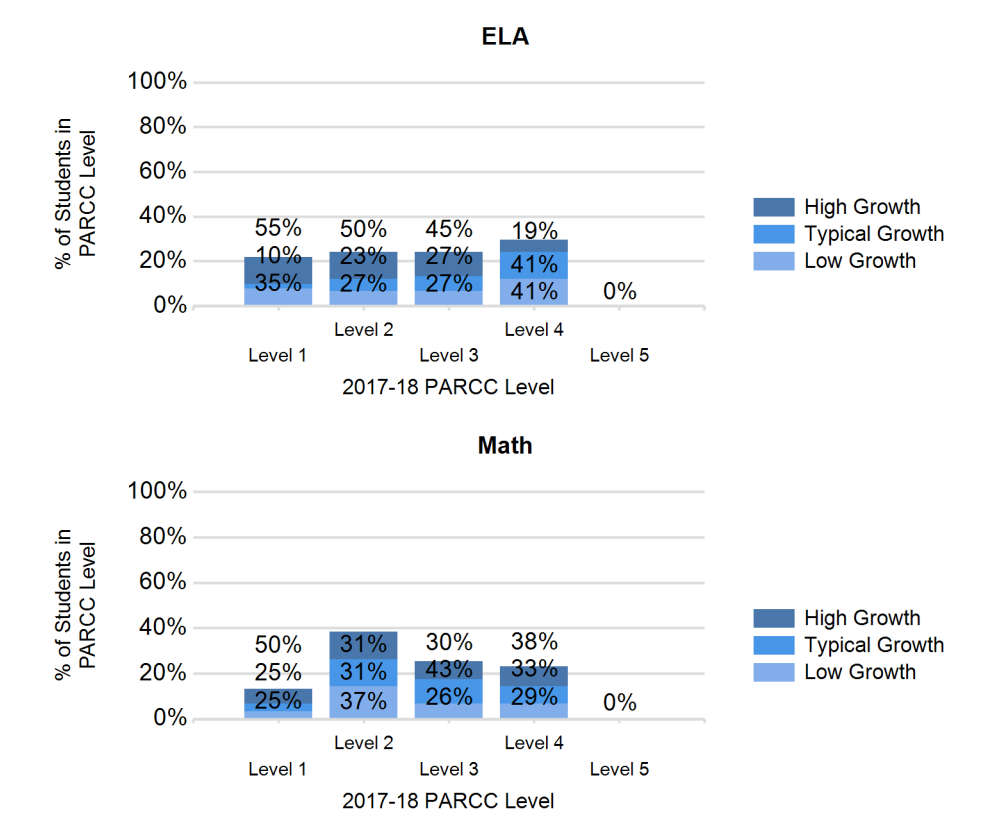
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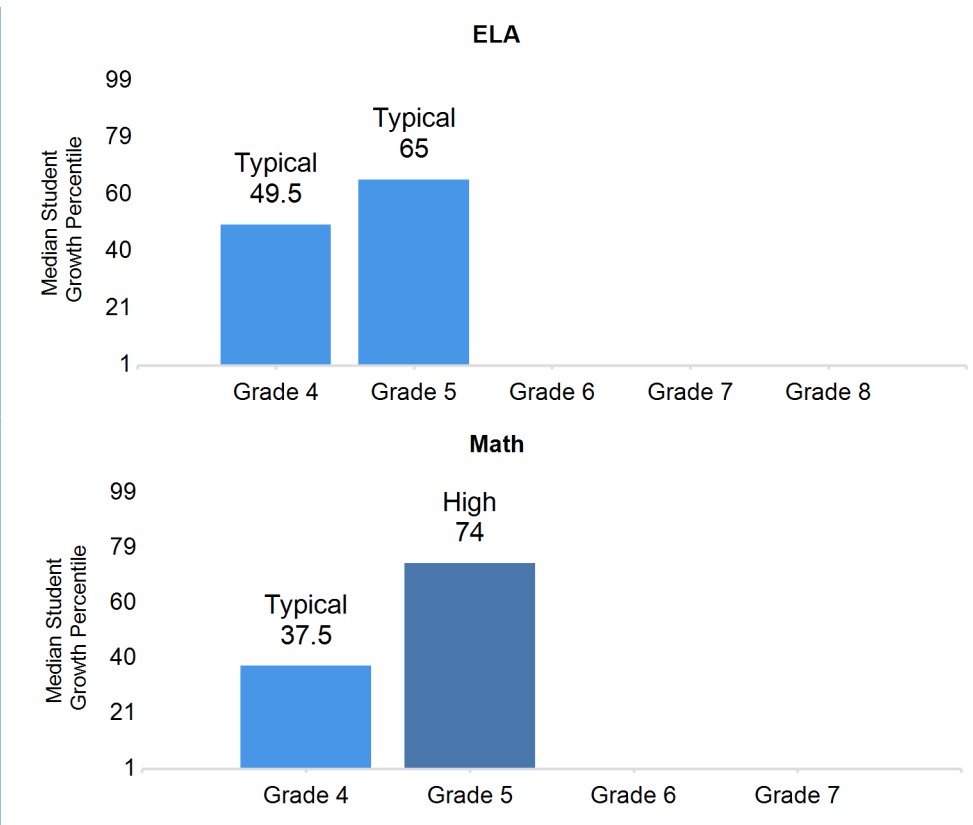
Student Growth by Performance Level

Student Growth by Grade

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.



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





Thurgood Marshall Elementary School

(13-2330-125)

Grades Offered: PK-05

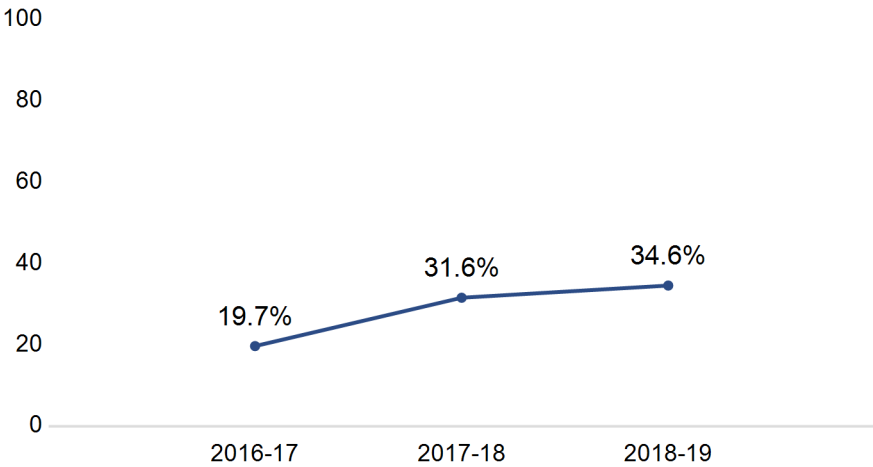
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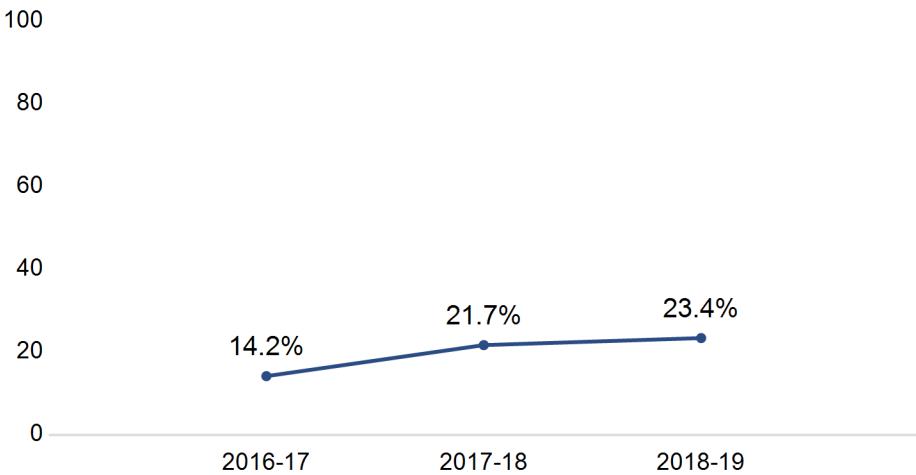
English Language Arts and Mathematics Performance Trends

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	97.9%	100.0%	97.1%	97.9%	100.0%	97.2%
Proficiency Rate for Federal Accountability	19.7%	31.6%	34.6%	14.2%	21.7%	23.4%
Annual Target	20.7%	23.8%	27.0%	16.0%	19.3%	22.7%
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.



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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	127	97.1	34.6	27.3	57.9	34.6	27	Met Target
White	N	N	N	*	66.9	N	**	**
Hispanic	*	*	*	25.6	43.9	*	23.6	Met Target
Black or African American	94	96.1	36.2	27.6	38.5	36.2	27.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	43.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	39	97.7	43.6	32.7	64.8	43.6		
Male	88	96.9	30.7	22.4	51.3	30.7		
Economically Disadvantaged Students	108	98.2	36.1	27.3	40.0	*	26.4	Met Target
Non-Economically Disadvantaged Students	19	92.0	26.3	27.3	67.9	*		
Students with Disabilities	15	90.5	*	*	22.7	*	N	N
Students without Disabilities	112	98.3	*	*	65.1	*		
English Learners	43	100.0	41.9	16.2	29.3	41.9	32.2	Met Target
Non-English Learners	84	95.8	31.0	30.7	60.6	31.0		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.8	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

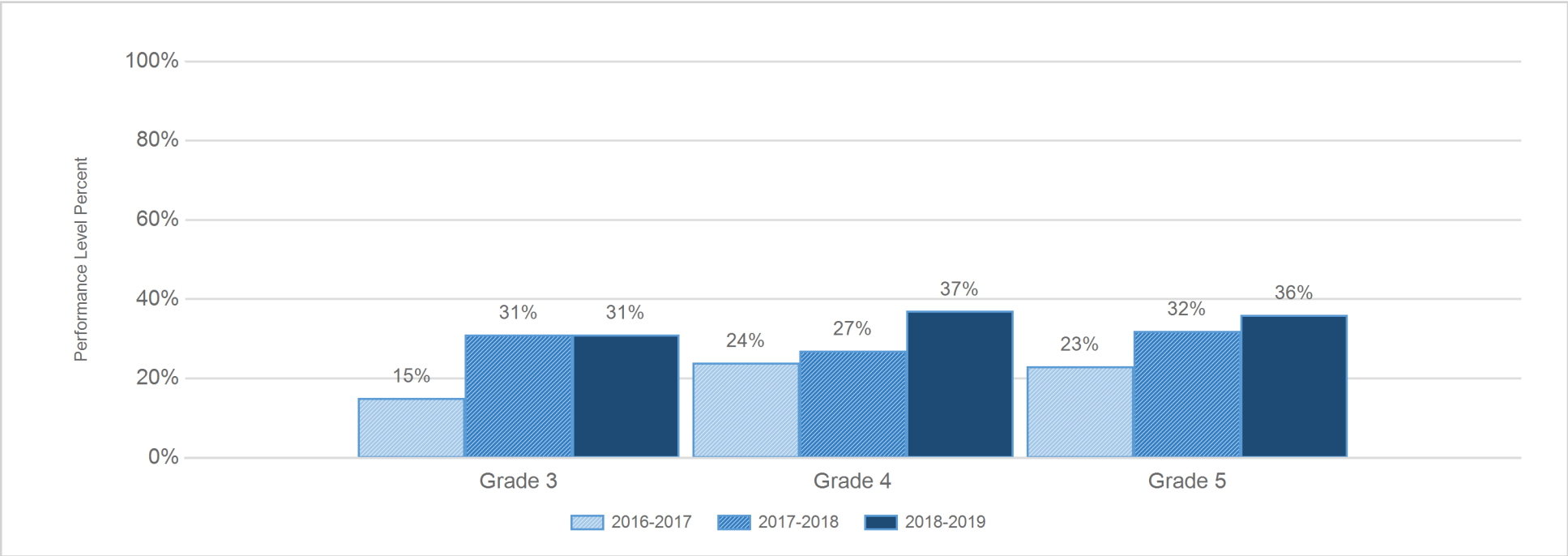


Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
2018-2019

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
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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.





Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
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	36	724	722	748	*	*	*	31%	0%	31%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	711	734	*	*	*	*	*	*	36%
Black or African American	23	729	*	731	*	*	*	*	*	39%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	13	731	727	753	*	*	*	*	*	38%	55%
Male	23	720	718	743	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	*	*	722	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	723	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	701	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
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	52	736	731	755	*	*	31%	37%	0%	37%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	15	736	729	743	*	*	*	*	*	33%	44%
Black or African American	37	737	731	739	*	*	*	*	*	38%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	18	747	737	760	*	*	*	*	*	50%	62%
Male	34	731	725	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	761	*	*	*	*	*	*	64%
English Learners	17	730	711	720	*	*	*	*	*	24%	17%
Non-English Learners	35	739	736	758	*	*	*	*	*	43%	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	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
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	47	736	730	756	*	21%	28%	*	*	36%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	*	*	730	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	11	734	733	761	*	*	*	*	*	36%	64%
Male	36	737	727	750	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	705	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	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%



Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
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	128	97.2	23.4	*	44.5	23.4	22.7	Met Target
White	N	N	N	*	54.1	N	**	**
Hispanic	*	*	*	14.6	28.8	*	15.7	Met Target
Black or African American	94	96.1	25.5	14.4	23.0	25.5	24.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	23.3	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	39	97.7	25.6	*	44.9	25.6		
Male	89	96.9	22.5	*	44.2	22.5		
Economically Disadvantaged Students	108	98.3	24.1	15.5	26.3	*	22.2	Met Target
Non-Economically Disadvantaged Students	20	92.3	20.0	11.5	54.9	*		
Students with Disabilities	15	90.5	*	*	17.4	*	N	N
Students without Disabilities	113	98.3	*	*	50.0	*		
English Learners	44	100.0	29.5	*	25.0	29.5	24.2	Met Target
Non-English Learners	84	95.8	20.2	*	46.5	20.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

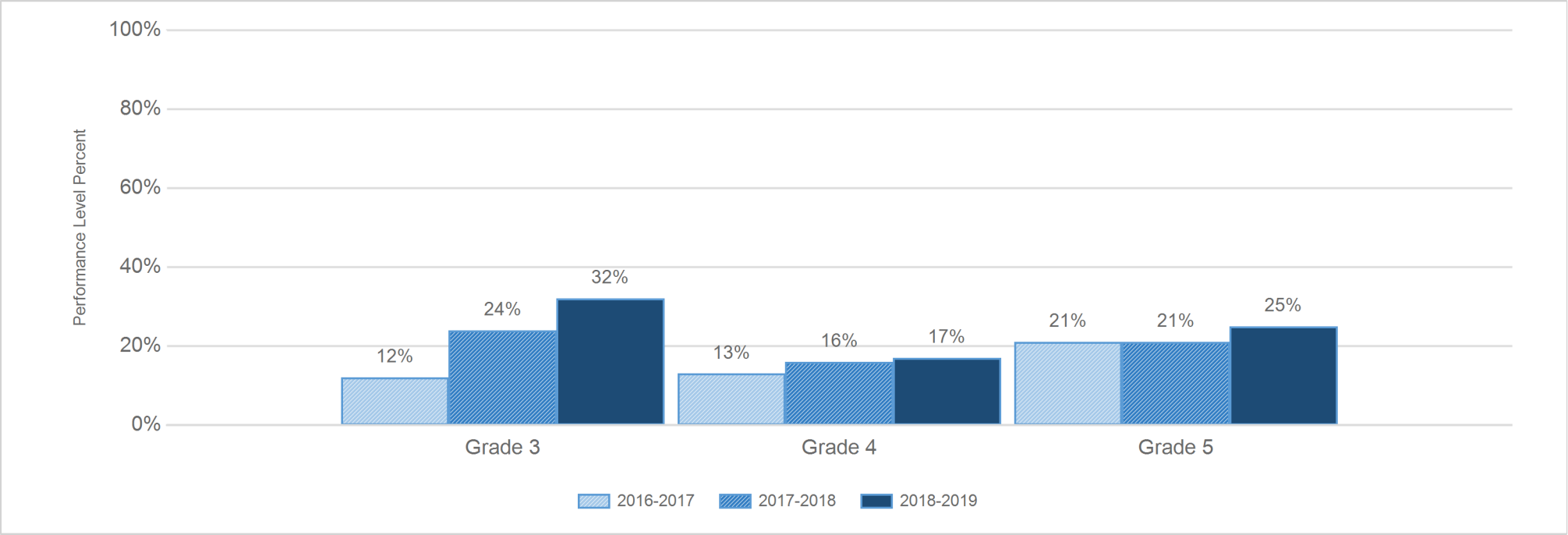


Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
2018-2019

Report Key:
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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.



Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
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	732	732	752	*	*	*	*	*	32%	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	23	735	732	735	*	*	*	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	13	740	733	751	*	*	*	*	*	38%	54%
Male	24	728	731	752	*	*	*	*	*	29%	56%
Economically Disadvantaged Students	27	735	*	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	10	725	*	761	*	*	*	*	*	20%	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	*	*	723	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	735	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Thurgood Marshall Elementary School

(13-2330-125)

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	52	725	724	749	19%	29%	35%	*	*	17%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	15	718	720	737	*	*	*	*	*	*	36%
Black or African American	37	728	725	731	*	*	32%	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	18	727	725	749	*	*	*	*	*	22%	50%
Male	34	725	723	749	*	*	*	*	*	15%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	17	719	707	722	*	*	*	*	*	12%	18%
Non-English Learners	35	729	728	751	*	*	*	*	*	20%	54%
Homeless Students	*	*	*	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%



Thurgood Marshall Elementary School
(13-2330-125)
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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	48	731	719	747	*	33%	29%	*	*	25%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	10	733	719	735	*	*	*	*	*	30%	30%
Black or African American	38	731	*	729	*	*	29%	*	*	24%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	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	11	728	719	747	*	*	*	*	*	18%	47%
Male	37	732	719	747	*	*	*	*	*	27%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	*	*	707	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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%



Thurgood Marshall Elementary School
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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

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	51.9%	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	27	77.8%	22.2%
3-4	30	*	*
5 or more	19	73.7%	26.3%



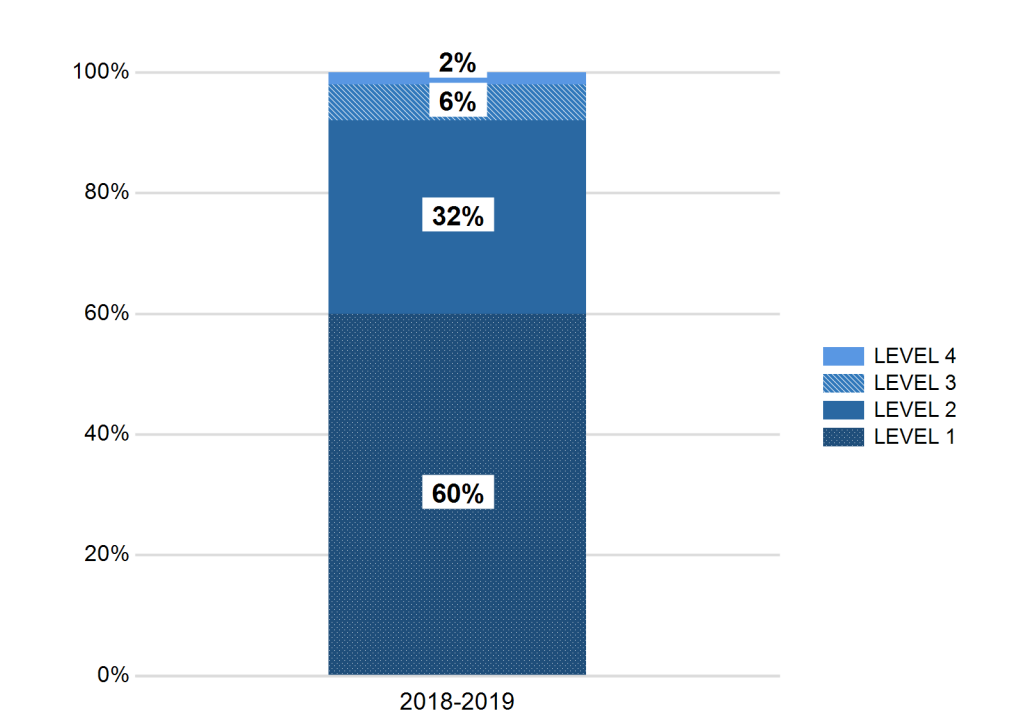
Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
2018-2019

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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	60	32	6	2
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	65	30	5	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	55	45	0	0
Male	61	28	8	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	82	18	0	0
Non-English Learners	53	36	8	3
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Thurgood Marshall Elementary School
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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.

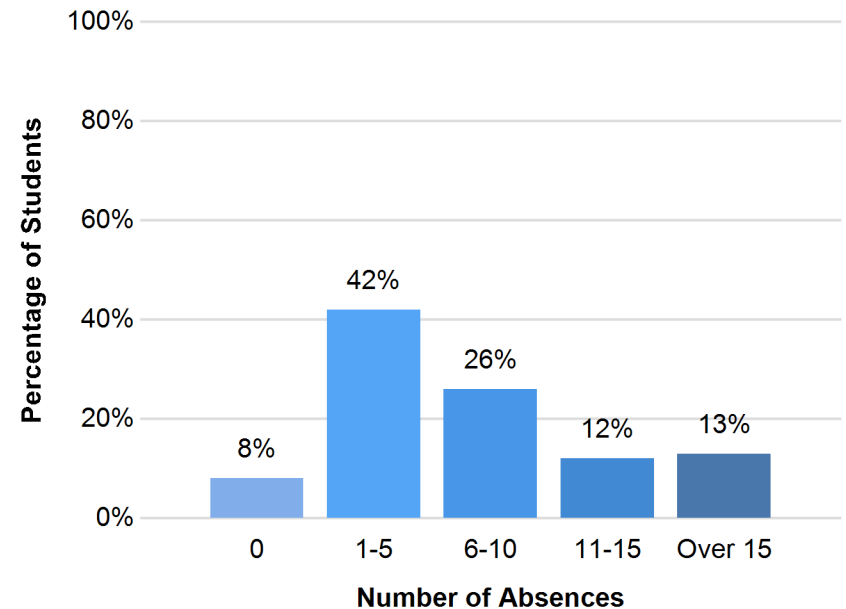
Chronic Absenteeism

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	29	10.9	8.9	Not Met
White	*	*	**	**
Hispanic	7	10.0	8.9	Not Met
Black or African American	22	11.5	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	9	9.0		
Male	20	12.1		
Economically Disadvantaged Students	26	11.8	8.9	Not Met
Students with Disabilities	8	32.0	8.9	Not Met
English Learners	2	2.7	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.





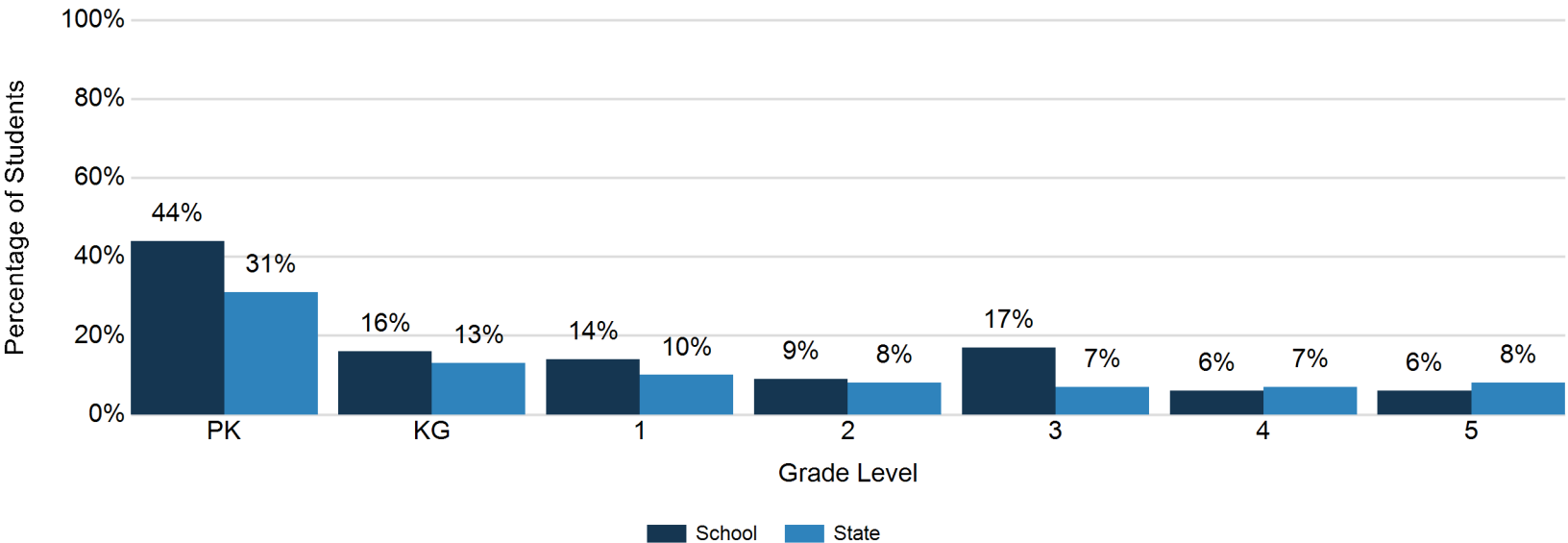
Thurgood Marshall Elementary School
(13-2330-125)
Grades Offered: PK-05
2018-2019

Report Key:
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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 by Grade

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





Thurgood Marshall Elementary 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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1		1

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

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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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	40	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	57.5%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	15:1
Students to Administrators	N	223:1
Teachers to Administrators	N	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	37.0%	75.0%	N	48.4%	77.1%	54.9%
Male	63.0%	25.0%	N	51.6%	22.9%	45.1%
White	0.5%	22.5%	N	42.4%	83.6%	77.4%
Hispanic	20.1%	10.0%	N	29.9%	7.3%	7.2%
Black or African American	78.7%	67.5%	N	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	N	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	N	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	N	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	N	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.

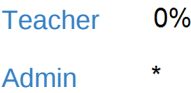
Bachelor's Degree



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.5%



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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.



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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.



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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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	19.7%	31.6%	34.6%
Math Proficiency	14.2%	21.7%	23.4%
ELA Growth	48	50	54
Math Growth	53	58	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		58.0%	51.9%
Chronic Absenteeism	15.0%	11.8%	10.9%

† 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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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	Met Target	Met Standard	Met Standard	Met 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	Met Target	Met Target	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	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	**	**	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).



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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:	- Thurgood Marshall believes that respect and understanding grow when children of differing abilities learn and play together. We ensure that all students have meaningful interactive encounters. - Each classroom is equipped with a SmartBoard or a ClearTouch screen and all teachers have access to Chromebook carts so that technology can be infused into instruction. - Bring Your Parent to School Day and the Breast/Colon Cancer Walk are programs that foster community engagement.
 Mission, Vision, Theme:	The team at Thurgood Marshall School is dedicated to providing a multicultural environment in which academic, social and emotional development of each individual is realized through the collaborative efforts of all stakeholders. Creative learning experiences, a positive school climate, and parental involvement will enable students to build self-esteem, achieve their highest potential, develop a true love for life-long learning, and ensure their place in society as productive and valuable citizens.
 Awards, Recognition, Accomplishments:	Several of the Thurgood Marshall teachers were awarded grant funding to foster rigorous and authentic instruction. Scholars continue to be inducted into the National Elementary Honor Society. One of our fifth grade scholars placed 2nd in the district's Dr. Martin Luther King, Jr. essay contest. We celebrate our scholars every month during our PBSIS celebrations and we reward our scholars who achieve honor roll and super honor roll status. At Thurgood Marshall School, students with perfect attendance are recognized on our attendance board.



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 Courses, Curriculum, Instruction:	Our curriculum is research-based and aligned to the New Jersey Student Learning Standards. Teachers use assessments to inform instruction and data is used to create small, flexible, and cooperative learning groups. Our curriculum calls for integrating technology into all subject areas. Chromebooks are used for the development of higher-order thinking skills, project-based learning, computer based assessments, and research and design of hands-on projects. All of our scholars use iReady in Mathematics and English Language Arts, which customizes instruction to meet the scholars where they are academically and move them forward incrementally.
 Sports and Athletics:	Sports Offered: Basketball (Coed), Cheerleading (Coed)



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 Before and After School Programs:	Scholars in Grades 3-5 can extend their learning day by attending our afterschool enrichment program. Thurgood Marshall has a Student Council that hosts Movie Nights and a National Elementary Honor Society that sponsors a St. Jude’s Math-A-thon and Reading Is Fundamental (RIF) distribution. For our scholars who are musically inclined, morning Band and Chorus programs are available.
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	Parent and Community Involvement: Thurgood Marshall prides itself on effective communication with parents and the community through the efforts of the Parent Coordinator, Parent Teacher Association and the School Leadership Council. The Parent Coordinator works with scholars, teachers, parents, and administrators by implementing programs like the Backpack program, Kids Closet Program, and the Community Food Bank of Hillside. These programs provide food and school supplies to our scholars. Furthermore, open communication is encouraged with monthly Positive Parent Conversations and academic-based workshops. The Parent Teacher Association enables parents to become an integral part of their children's education in collaboration with teachers and community stakeholders. The School Leadership Council, comprised of faculty members and parents, meets monthly to discuss important aspects of the academic and social growth of the school, budget issues, and numerous school-related matters.
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The members of the School Culture and Climate Committee designed a survey for the teachers at Thurgood Marshall Elementary School. An overview of the survey indicates that teachers believe they are evaluated fairly and they are receptive to the feedback in the evaluations. Parents were also given a survey. The survey results show that the majority of parents believe that their child is receiving a quality education in a safe learning environment. Students in grades three through five were given a survey as well. The students indicate that they feel safe on the playground, in classrooms, in the hallways, in the gymnasium and in the cafeteria. The majority of the students feel that they are getting a good education and their teachers care about them and their families.
 Facilities:	Thurgood Marshall Elementary School was erected in 1993. The school is equipped with air conditioning in every classroom. There are two computer labs in the media center and each lab has 25 Mac desktop computers. One lab is used for writing and the other lab is used for research and other educational purposes. In addition, the media center is equipped with chromebooks and headsets. There is a fully equipped physical and occupational therapy room for students with disabilities.
 School Safety:	Thurgood Marshall has a School Safety Team, which consists of our Nurse, Physical Education Teacher, Health and Social Service Coordinator, Guidance Counselor, Parent Coordinator, Head Custodian, and Principal. The main focus of the School Safety Team is to review the fire and emergency drill schedules. Twice a year, the team walks through the building to make certain that the exits are correctly coordinated to each escape route. The School Safety Team inspects the playground equipment regularly to ensure that all items meet high- level safety standards.



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 Early Childhood Education:	Thurgood Marshall School offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and teacher-family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building.
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Thurgood Marshall Elementary School

(13-2330-125)

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.

 Other Information	The team at Thurgood Marshall recognizes that our students need learning experiences that meet them where they are, engage them deeply, let them progress at a pace that meets their individual needs, and helps them master critical thinking skills. We are dedicated to providing all scholars with an exceptionally rich learning experience. To this end, we offer our students highly qualified teachers; curriculum and instruction that is research-based and aligned to the NJ Student Learning Standards; and technology that is infused into the curriculum which supports programs such as iReady in Mathematics and English Language Arts, and NJCL.org in Science with the Next Generation Science Standards. Computers are in every classroom as well as interactive Smart Boards, Smart Tables, chromebooks and Clear Touch interactive Panels. We offer an instructional program that accelerates learning for all scholars and builds on their strengths and interests. In addition to the K-5 classrooms, our school offers a preschool Gold Curriculum program and the Creative Curriculum with highly trained certified teachers. The Gold Curriculum program is a comprehensive program that provides theme based labs and projects that reinforce learning, self-confidence and self-direction in our young scholars. The Creative Curriculum program is research based and is offered in English and Spanish. Thurgood Marshall's team believes that respect and understanding grow when children of differing abilities and cultures play and learn together. Our school has inclusion classes on each grade level for scholars who require additional educational support. We provide interventions such as speech, occupational and physical therapy. Our Autistic Program, servicing scholars from grades K-5, has received statewide recognition. A quality learning experience ensures our scholars' place in the 21st Century as productive and socially responsible citizens of the world.
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Union Avenue Middle School
(13-2330-140)
Grades Offered: 06-08
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 at 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:



Union Avenue Middle School
 (13-2330-140)
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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	Essex
District	Irvington Public School District
Principal Name	Mr. Muller Pierre
Address	427 UNION AVE IRVINGTON, NJ 07111-2811
Phone Number	973-399-6885
Email Address	mpierre@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/union-avenue-middle/
Twitter	https://twitter.com/IrvingtonPSD



Union Avenue Middle School

(13-2330-140)

Grades Offered: 06-08

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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
6	222	241	256
7	231	242	227
8	228	237	233
Total	681	720	716

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	46.5%	44.9%	49.0%
Male	53.5%	55.1%	51.0%
Economically Disadvantaged Students	73.6%	45.4%	77.1%
Students with Disabilities	10.3%	10.3%	8.7%
English Learners	9.8%	9.3%	11.7%
Homeless Students	0.1%	0.0%	0.6%
Students in Foster Care	0.6%	1.0%	0.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	1.2%	1.4%	0.0%

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	0.0%	0.0%	0.1%
Hispanic	20.7%	20.0%	20.9%
Black or African American	77.2%	78.5%	77.9%
Asian	0.7%	0.6%	0.3%
Native Hawaiian or Pacific Islander	1.0%	0.8%	0.7%
American Indian or Alaska Native	0.0%	0.1%	0.0%
Two or More Races	0.3%	0.0%	0.0%

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	55.0%
Haitian	22.3%
Spanish	18.0%
Igbo	1.1%
Other Languages	3.5%



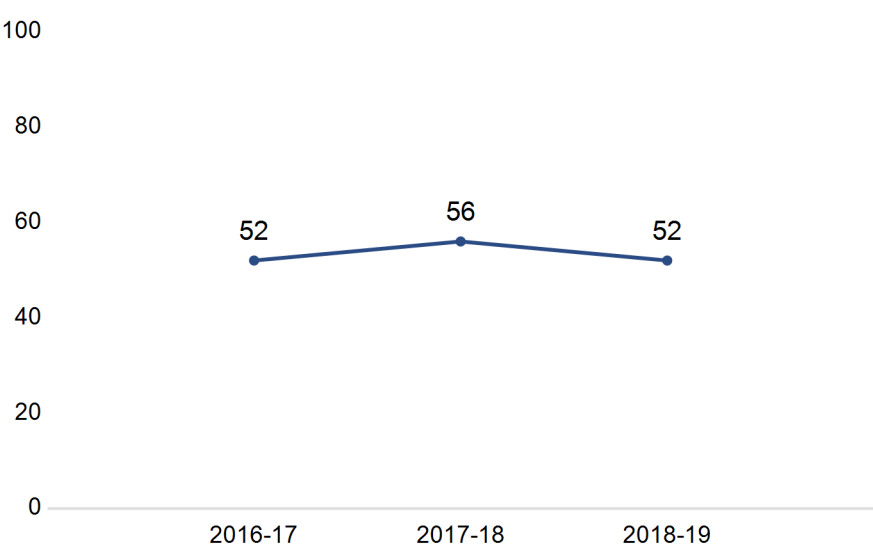
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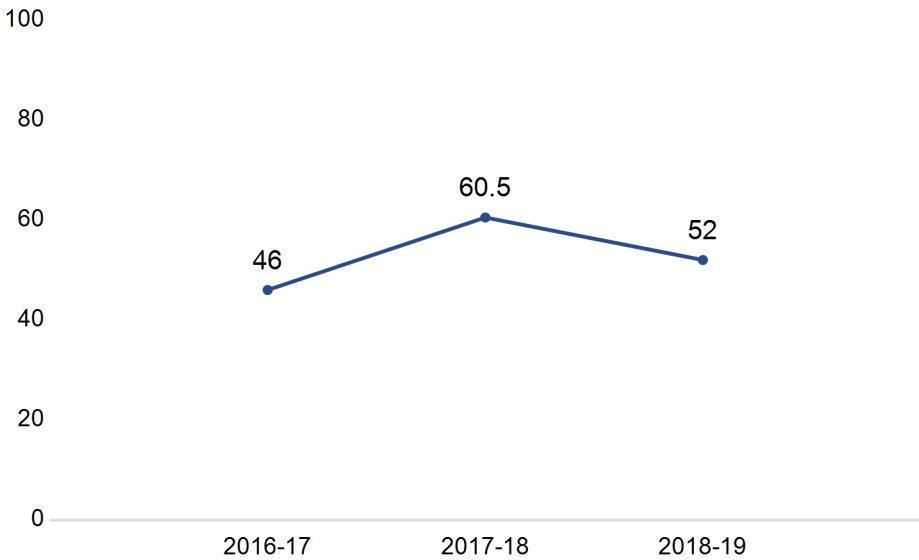
Student Growth Trends and Progress

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	52	56	52	46	60.5	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
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	52	47	50	Met Standard	52	43	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	46	48	49	Met Standard	57	45	47	Met Standard
Black or African American	54	47	45	Met Standard	51	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	44	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	61	49	53	N	54	45	50	N
Male	47.5	44	47	N	50	42	51	N
Economically Disadvantaged Students	52	47	48	Met Standard	53	43	46	Met Standard
Students with Disabilities	35.5	37.5	43	Not Met	28.5	36	45	Not Met
English Learners	60	51	52	Exceeds Standard	51.5	42	50	Met Standard
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	*	30	42	N	*	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	*	*	51	N



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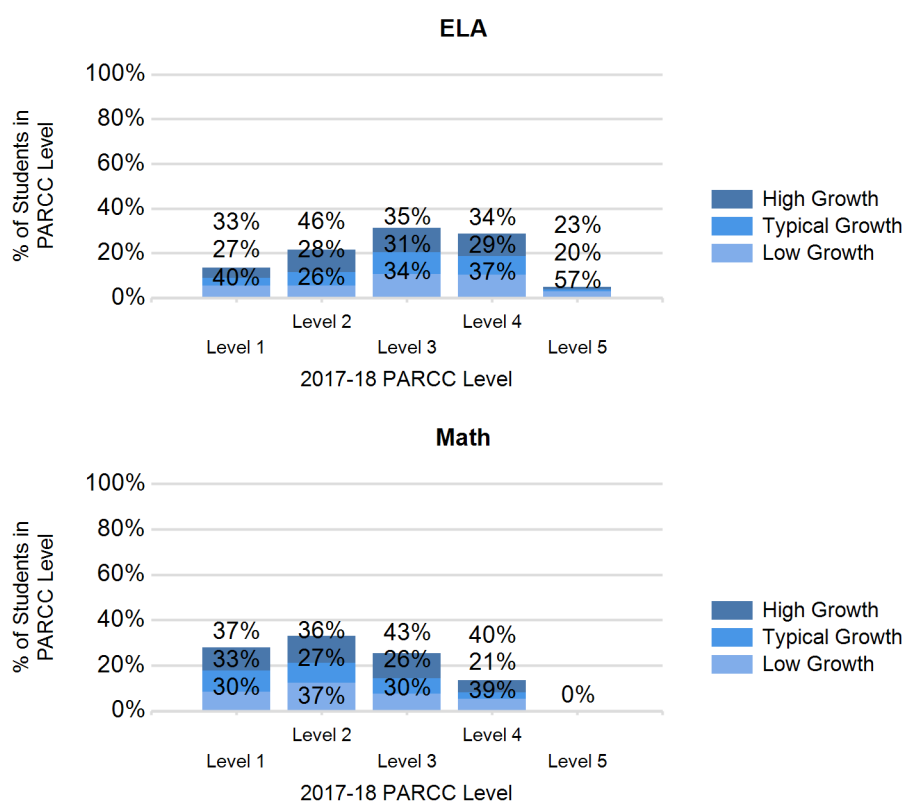
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

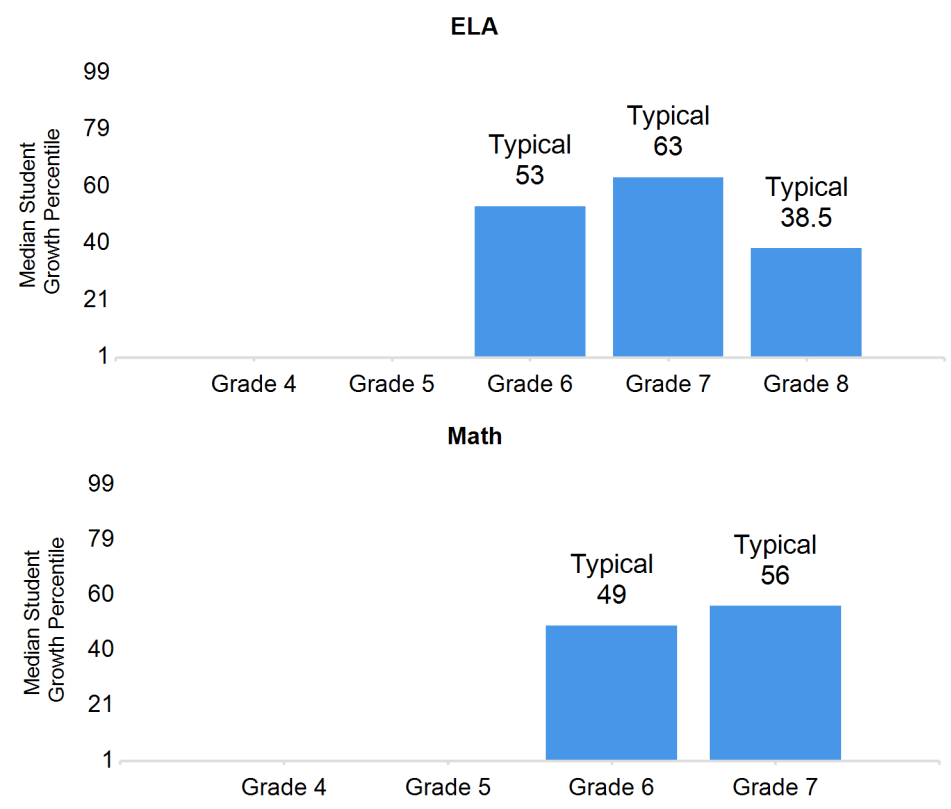
Student Growth by Performance Level

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.



Student Growth by Grade

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



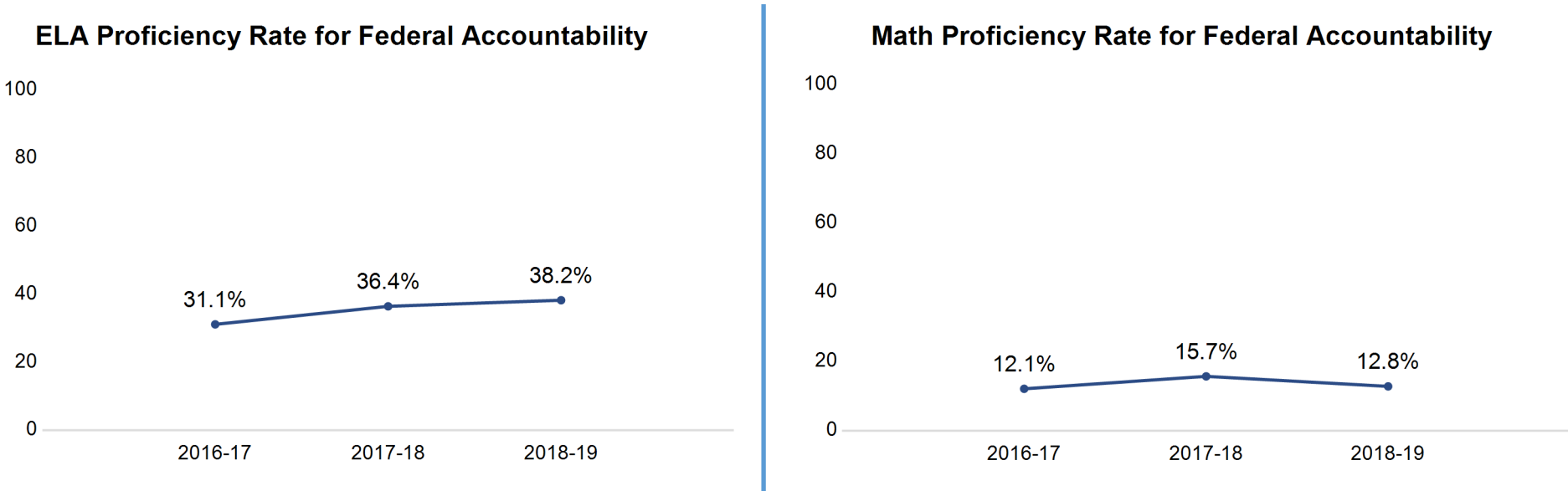


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English Language Arts and Mathematics Performance Trends

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.



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	97.8%	96.6%	97.7%	97.6%	96.5%
Proficiency Rate for Federal Accountability	31.1%	36.4%	38.2%	12.1%	15.7%	12.8%
Annual Target	30.1%	32.8%	35.4%	16.6%	20.0%	23.3%
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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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	675	96.6	38.2	27.3	57.9	38.2	35.4	Met Target
White	N	N	N	*	66.9	N	**	**
Hispanic	*	*	*	25.6	43.9	*	31.2	Met Target
Black or African American	529	96.8	37.8	27.6	38.5	37.8	36.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	325	97.4	45.5	32.7	64.8	45.5		
Male	350	95.9	31.4	22.4	51.3	31.4		
Economically Disadvantaged Students	513	97.2	37.8	27.3	40.0	*	34.9	Met Target
Non-Economically Disadvantaged Students	162	94.9	39.5	27.3	67.9	*		
Students with Disabilities	69	94.7	*	*	22.7	*	18.1	Not Met
Students without Disabilities	606	96.9	*	*	65.1	*		
English Learners	157	97.5	22.9	16.2	29.3	22.9	15	Met Target
Non-English Learners	518	96.4	42.9	30.7	60.6	42.9		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	18.8	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

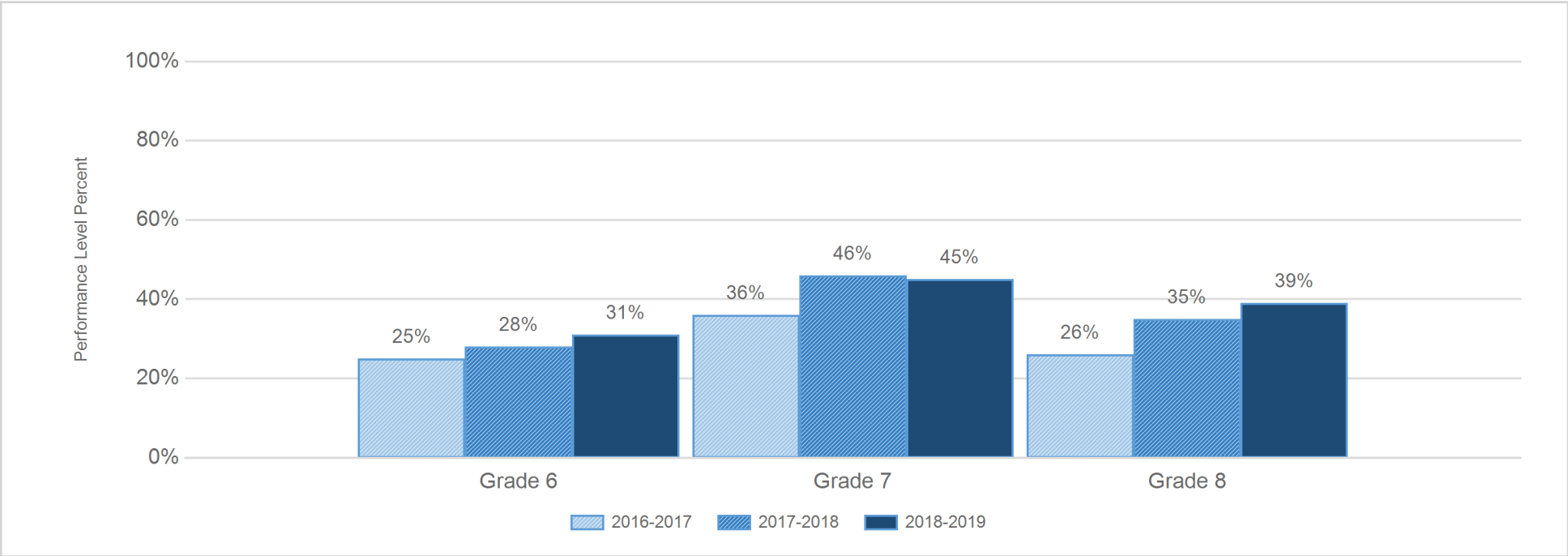


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English Language Arts Assessment - Performance Trends

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 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	237	733	729	754	18%	21%	30%	*	*	31%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	185	732	728	738	19%	20%	31%	*	*	29%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	131	739	735	762	15%	15%	32%	*	*	38%	64%
Male	106	726	722	748	23%	27%	27%	*	*	23%	48%
Economically Disadvantaged Students	193	734	729	740	17%	*	30%	*	*	32%	39%
Non-Economically Disadvantaged Students	44	727	728	763	23%	*	30%	*	*	27%	67%
Students with Disabilities	19	702	697	722	*	*	*	*	*	*	19%
Students without Disabilities	218	735	733	761	*	*	*	*	*	*	64%
English Learners	20	695	696	710	*	*	*	*	*	*	*
Non-English Learners	217	736	732	756	*	*	*	*	*	*	*
Homeless Students	*	*	737	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%



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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	223	741	732	761	16%	13%	26%	35%	10%	45%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	185	739	732	741	18%	14%	23%	35%	11%	45%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	99	746	738	769	*	*	28%	*	*	49%	71%
Male	124	736	726	753	*	*	24%	*	*	41%	55%
Economically Disadvantaged Students	159	739	731	743	15%	*	27%	*	*	42%	45%
Non-Economically Disadvantaged Students	64	745	733	771	17%	*	23%	*	*	52%	73%
Students with Disabilities	17	697	697	720	76%	*	*	*	*	12%	22%
Students without Disabilities	206	744	736	769	11%	*	*	*	*	48%	71%
English Learners	22	712	701	706	50%	*	*	*	*	18%	12%
Non-English Learners	201	744	735	763	12%	*	*	*	*	48%	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	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	225	736	730	762	17%	21%	23%	33%	6%	39%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	170	737	730	741	17%	21%	23%	32%	6%	39%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	105	747	740	771	*	18%	24%	*	*	50%	71%
Male	120	727	722	753	*	23%	22%	*	*	30%	55%
Economically Disadvantaged Students	169	735	728	743	17%	*	21%	*	*	39%	45%
Non-Economically Disadvantaged Students	56	739	736	772	18%	*	27%	*	*	39%	72%
Students with Disabilities	31	700	698	721	48%	32%	*	*	*	10%	22%
Students without Disabilities	194	742	736	770	12%	19%	*	*	*	44%	71%
English Learners	11	694	703	708	*	*	*	*	*	*	12%
Non-English Learners	214	738	733	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	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	*	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	688	96.5	12.8	*	44.5	12.8	23.3	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	*	*	*	14.6	28.8	*	22.1	Met Target†
Black or African American	537	96.5	11.4	14.4	23.0	11.4	23.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	330	97.2	14.2	*	44.9	14.2		
Male	358	95.8	11.5	*	44.2	11.5		
Economically Disadvantaged Students	524	96.9	12.4	15.5	26.3	12.4	22.4	Not Met
Non-Economically Disadvantaged Students	164	95.1	14.0	11.5	54.9	14.0		
Students with Disabilities	69	94.7	*	*	17.4	*	14	Not Met
Students without Disabilities	619	96.7	*	*	50.0	*		
English Learners	171	97.8	*	*	25.0	*	13.6	Not Met
Non-English Learners	517	96.0	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

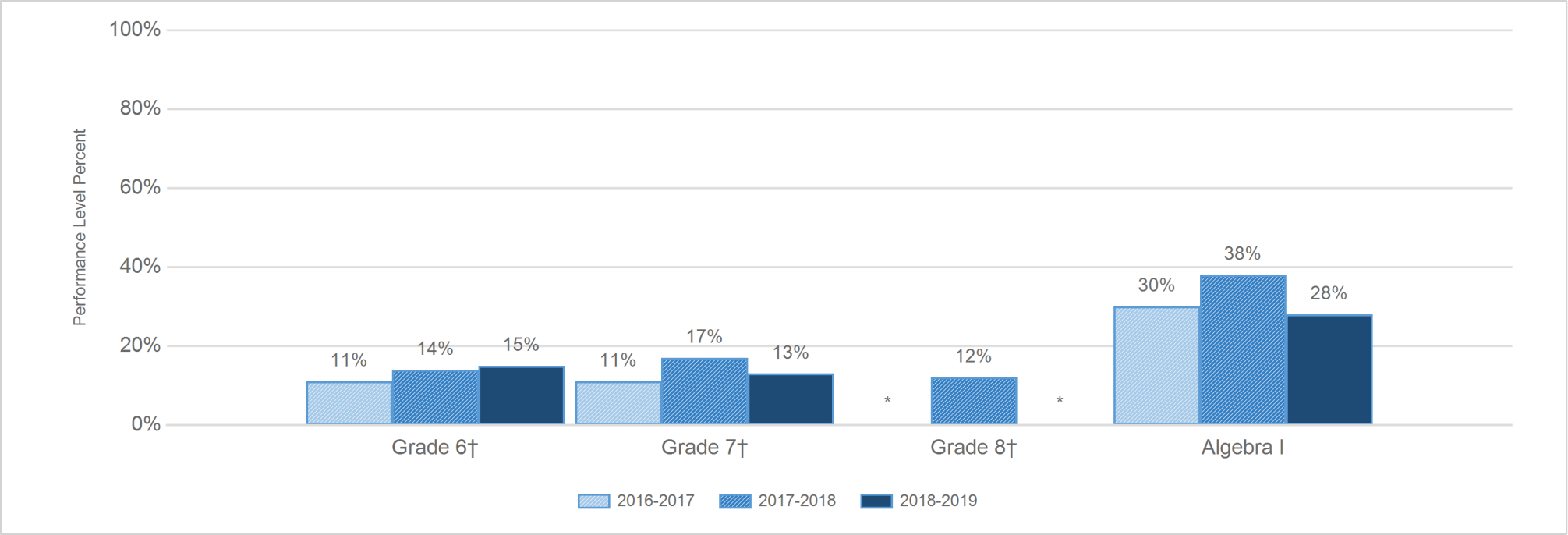


Union Avenue Middle School
(13-2330-140)
Grades Offered: 06-08
2018-2019

Report Key:
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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.



Union Avenue Middle School
(13-2330-140)
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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	244	716	715	741	30%	32%	23%	*	*	15%	41%
White	N	N	N	749	N	N	N	N	N	N	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	190	714	713	722	31%	33%	24%	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	134	718	717	742	28%	31%	22%	*	*	19%	42%
Male	110	712	712	740	32%	34%	24%	*	*	11%	40%
Economically Disadvantaged Students	197	718	715	726	27%	32%	*	*	*	16%	21%
Non-Economically Disadvantaged Students	47	707	711	750	40%	32%	*	*	*	13%	53%
Students with Disabilities	19	708	702	716	*	*	*	*	*	*	12%
Students without Disabilities	225	716	716	746	*	*	*	*	*	*	46%
English Learners	27	687	690	709	*	*	*	*	*	*	*
Non-English Learners	217	719	718	743	*	*	*	*	*	*	*
Homeless Students	*	*	724	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%



Union Avenue Middle School

(13-2330-140)

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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	231	722	720	744	19%	38%	29%	*	*	13%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	189	721	720	727	22%	38%	28%	*	*	13%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	102	723	721	744	18%	36%	33%	*	*	13%	42%
Male	129	722	720	743	20%	40%	26%	*	*	14%	42%
Economically Disadvantaged Students	164	723	721	731	18%	38%	30%	*	*	13%	24%
Non-Economically Disadvantaged Students	67	720	719	751	21%	37%	27%	*	*	15%	53%
Students with Disabilities	17	702	699	718	65%	*	0%	*	*	12%	13%
Students without Disabilities	214	724	723	749	15%	*	32%	*	*	14%	48%
English Learners	31	710	706	716	*	*	*	*	*	*	10%
Non-English Learners	200	724	722	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%



Union Avenue Middle School
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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	183	702	699	728	*	*	*	*	*	*	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	*	*	697	722	*	*	*	*	*	*	22%
Black or African American	142	704	699	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	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	84	706	699	731	*	*	*	*	*	*	31%
Male	99	699	698	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	137	703	699	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	46	701	697	735	*	*	*	*	*	*	36%
Students with Disabilities	30	690	686	707	*	*	*	*	*	*	10%
Students without Disabilities	153	705	701	734	*	*	*	*	*	*	35%
English Learners	17	682	692	706	*	*	*	*	*	*	10%
Non-English Learners	166	704	700	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	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	*	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	740	708	744	*	*	49%	28%	0%	28%	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	*	*	712	728	*	*	*	*	*	*	24%
Black or African American	31	736	*	725	*	*	48%	*	*	23%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	23	738	711	745	*	*	52%	*	*	26%	44%
Male	24	742	707	743	*	*	46%	*	*	29%	41%
Economically Disadvantaged Students	35	742	708	727	*	*	*	*	*	26%	23%
Non-Economically Disadvantaged Students	12	735	708	752	*	*	*	*	*	33%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	47	740	*	745	*	*	49%	28%	0%	28%	*
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	*	744	N	N	N	N	N	N	43%
Migrant Students	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
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	34.0%	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	47	*	*
3-4	20	*	*
5 or more	*	*	*



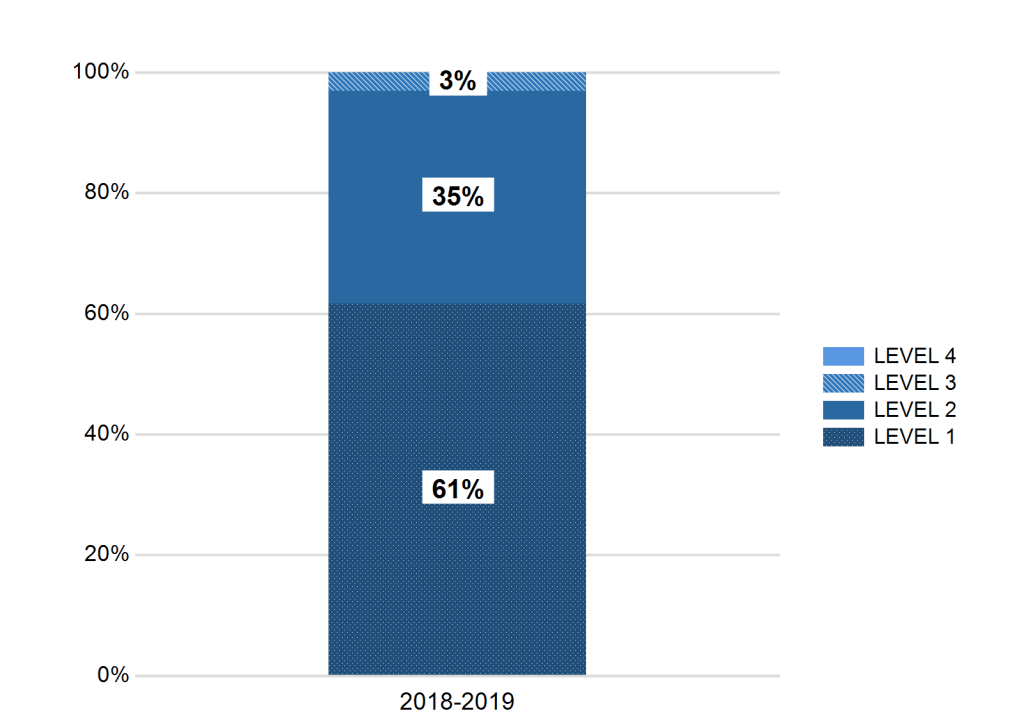
Union Avenue Middle School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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 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	61	35	3	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	60	37	2	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	31	5	0
Male	59	38	2	1
Economically Disadvantaged Students	62	34	3	1
Non-Economically Disadvantaged Students	60	37	4	0
Students with Disabilities	86	14	0	0
Students without Disabilities	58	38	4	1
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



Union Avenue Middle 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	255
7	0	0	228
8	41	0	181
Total	41	0	664

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	169	82	0	0	0	0	0
7	149	79	0	0	0	0	0
8	168	49	0	0	0	0	0
Total	486	210	0	0	0	0	0



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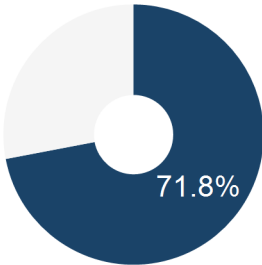
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Visual and Performing Arts – Course Participation

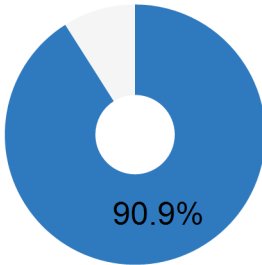
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

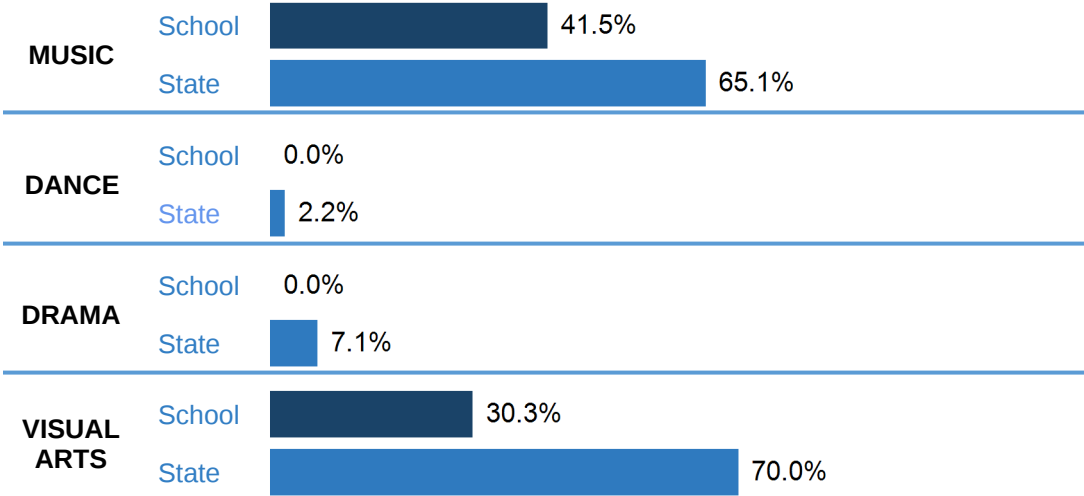


School



State

Students enrolled in one or more classes by discipline:





Union Avenue Middle School
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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.

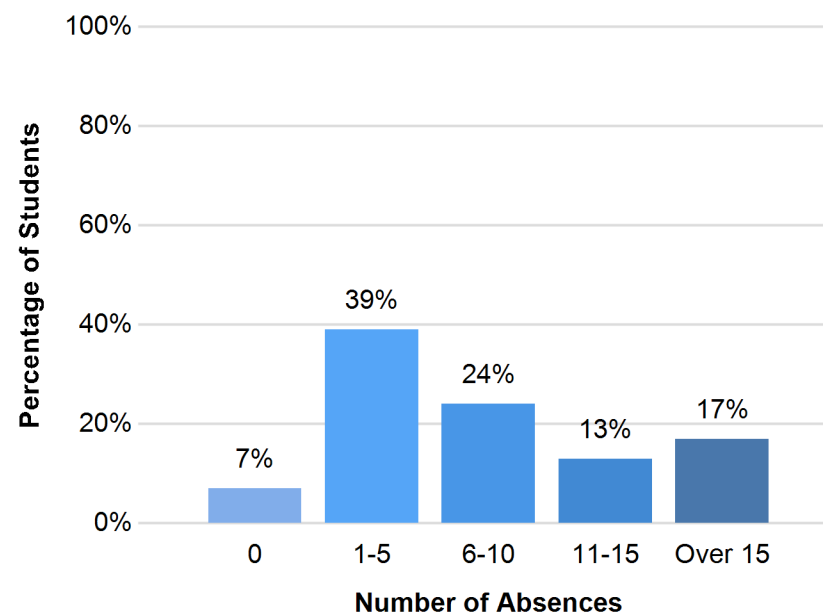
Chronic Absenteeism

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	96	13.5	9.1	Not Met
White	N	N	N	N
Hispanic	*	*	9.1	Not Met
Black or African American	82	14.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	40	11.5		
Male	56	15.4		
Economically Disadvantaged Students	75	13.7	9.1	Not Met
Students with Disabilities	15	23.4	9.1	Not Met
English Learners	9	10.8	9.1	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.





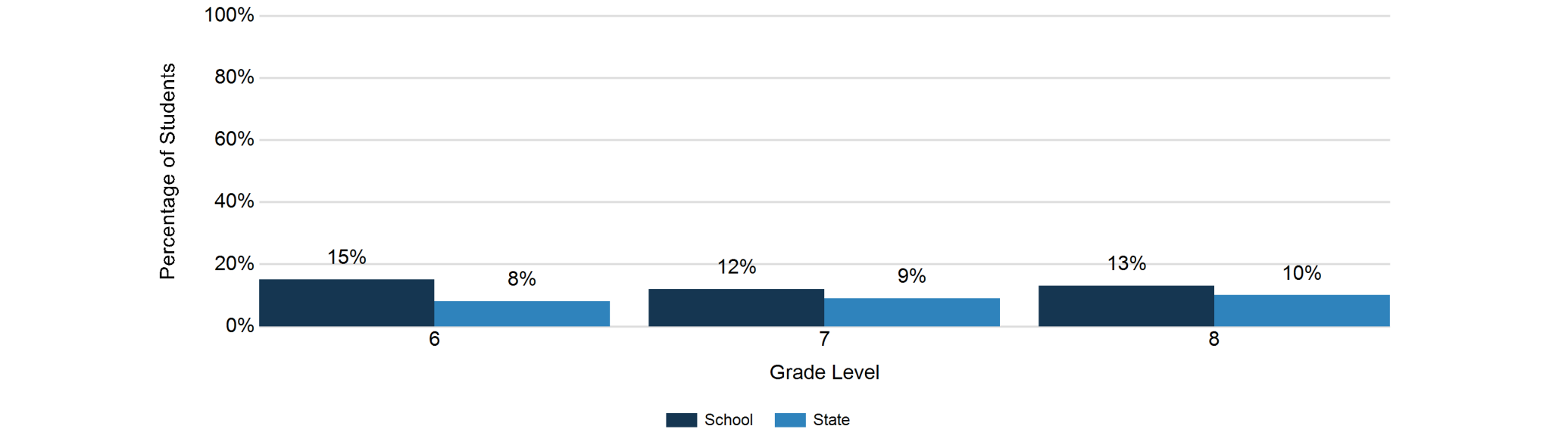
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Chronic Absenteeism by Grade

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





Union Avenue Middle School

(13-2330-140)

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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	12
Weapons	5
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	3.07

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1		1

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

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	163	22.8%
Out-of-School Suspensions	93	13.0%
Any Suspension	199	27.8%
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
449



Union Avenue Middle School

(13-2330-140)

Grades Offered: 06-08

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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.0:1



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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	52	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	63.5%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	14:1	15:1
Students to Administrators	239:1	223:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	49.0%	63.5%	33.3%	48.4%	77.1%	54.9%
Male	51.0%	36.5%	66.7%	51.6%	22.9%	45.1%
White	0.1%	28.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	20.9%	15.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	77.9%	53.8%	100.0%	15.0%	6.6%	13.9%
Asian	0.3%	1.9%	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	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	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.

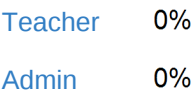
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	98.0%



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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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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.



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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](#).

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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.1%	36.4%	38.2%
Math Proficiency	12.1%	15.7%	12.8%
ELA Growth	52	56	52
Math Growth	46	60	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		23.1%	34.0%
Chronic Absenteeism	13.8%	14.4%	13.5%

† 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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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	Met 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	Met Target	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	Met Target	Not Met	Exceeds 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:	- Union Avenue Middle School's teachers lead the school district in earning high mSGP scores from the NJ Student Learning Assessment, including teachers with perfect 4.0 scores. - An annual Multicultural Night Celebration is held, which highlights the many cultures represented in our school. The school also conducts a food and clothing drive to donate to the community. - A Health Fair, which is facilitated by health professionals who provide services to parents and the community is held each year.
 Mission, Vision, Theme:	Union Avenue Middle School respects the diversity of its student population and is dedicated to the importance of developing our students into responsible citizens. We will provide each student with an academically challenging program that enhances creativity, implements the use of technology, and encourages the use of critical thinking and problem solving skills. To support this vision, we will also ensure a safe instructional environment to promote lifelong learning.
 Awards, Recognition, Accomplishments:	Union Avenue Middle School is the home of winners of the District's Multicultural Essay Contest, Dr. Martin Luther King Jr. Essay Contest, and Spelling Bee. In addition to the aforementioned district competitions, Union Avenue students have won the following county-level competitions: Law Day Debate Art and Essay Contest and Essex County Pride Essay Contest. A staff member has received the highest Median Student Growth Percentile (mSGP) in the District for four consecutive years.



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 Courses, Curriculum, Instruction:	The instructional plan at Union Avenue is aligned to the New Jersey Student Learning Standards. The school has an Intellectually Gifted program, Magnet Music and Art program, and Algebra for 8th grade students. In addition, the school offers computer classes, French and Spanish, Social Studies, Math, Science, English/Language Arts, Physical Education, and English as a Second Language. Union Avenue Middle has after school skills enhancement and enrichment programs in Math and Language Arts. There is also an after school English as a Second Language program.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Soccer (Boys & Girls), Softball (Girls)
 Clubs and Activities:	Union Avenue Middle School offers a variety of clubs and activities to engage students in extra-curricular activities. The school has a computer club to promote technology and a newsletter club that fosters student talent in writing, interview skills, and photography. The school's National Junior Honor Society and Student Council are active and contribute to the positive climate and culture. The Young Ladies' Club meets weekly and works at boosting the self-esteem of our female students. The school also has a morning basketball program, a soccer club, a track club, and a chess club.



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 Before and After School Programs:	An After School Enrichment program is offered in both Math and English/Language Arts. Students experience blended learning opportunities to improve reading comprehension/fluency and problem solving skills. Teachers are required to maintain progress data for each student.
 Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.



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 Parent and Community Involvement:	Union Avenue Middle has a PTA and a Parent Academy. Both parental groups are scheduled to meet monthly to provide information to parents, discuss issues, and organize events and programs for the benefit of the school. The school operates a Parent Portal, which parents can access online with a password. Parents are also able to communicate with staff members via Class Dojo and emails. The school has partnerships with community organizations such as LLC Laboratory, JA BizTown, Rutgers University, the Bridge, Inc. and the New Jersey Devils. These organizations sponsor field trips and experiential learning experiences.
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers An annual School Climate Survey is completed by students, families, and staff. The goal is to have at least 25% participation from parents and guardians and 100% participation rate from students and staff. The results are shared with all stakeholders at PTA and faculty meetings as well as student assemblies. Overall, there is a favorable rating for the climate and culture of the school. Parents and students are satisfied with the work of teachers and are supportive of the school's program.
 Facilities:	Union Avenue Middle School has three computer laboratories and all classrooms are equipped with Smart Boards or Clear Touch Panels. The school has 27 Chromebook Carts, which are used to infuse technology into daily instruction and provide students with authentic learning experiences. Student restrooms are continuously upgraded and there is air conditioning in the new wing of the building. Lighting upgrades have been made to classrooms and hallways. New exit doors were also installed.
 School Safety:	The administrators and the Safety Committee promote the safety of the school building by enforcing all security measures such as school passes, locked doors and visitor procedures. Security drills are conducted monthly and assessed for effectiveness. There are assemblies and faculty meetings that also focus on school safety. An Emergency Manual has been given to all staff members that includes detailed procedures for emergency situations. All staff members are required to wear identification cards.



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 Other Information	Union Avenue Middle School's mission supports the implementation of long-range goals that will increase academic achievement, provide rigor in the curriculum, and increase parental and community participation. With that said, our school has a parental involvement policy and we encourage the participation of parents in our School Leadership Council. Comprehensive professional development is provided to assist teachers in improving the learning potential of all students. Union Avenue Middle focuses on delivering quality instruction to all scholars. Teachers have received professional development on Kagan, Higher Order Questions, Differentiated Instruction, iReady for Math and ELA, and Sheltered Instruction Observation Protocol strategies. Teachers pursue professional development opportunities, and they also prepare and present workshops on various topics. As per Maslow's Hierarchy of Needs, schools must provide a safe, clean and nurturing environment for scholars. In addition to academic growth, we are devoted to developing the socio-emotional growth of scholars. The Positive Behavior Support in School (PBSIS) committee highlights positive behavior in morning announcements, assemblies, and the delivery of PBSIS lessons in the classrooms. Scholars are recognized for attendance, academic achievement and citizenship via a monthly assembly with prizes, class parties, and certificates. There is a school store in which scholars exchange positive behavior merit points for prizes. In addition to the clubs and teams, the school is also proud to offer a variety of after school trips such as skating, bowling, Funplex and miniature golf. There are annual grade level trips to museums, theaters, Washington D.C. and other venues as well as a field day for all three grade levels. UAMS provides all students a safe and enriching environment that is conducive to learning. We are committed to ensuring that our students are college and career ready and lifelong learners.
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University Elementary School
(13-2330-136)
Grades Offered: KG-05
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 at 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	Essex
District	Irvington Public School District
Principal Name	Ms. Sandra Boone-Gibbs
Address	1 UNIVERSITY PLACE IRVINGTON, NJ 07111
Phone Number	973-399-6826
Email Address	sboone@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/university-elementary/
Twitter	https://twitter.com/IrvingtonPSD



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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
KG	81	80	78
1	85	77	69
2	95	91	74
3	98	84	82
4	98	88	78
5	76	85	74
Total	533	505	455

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	52.0%	51.9%	49.9%
Male	48.0%	48.1%	50.1%
Economically Disadvantaged Students	80.9%	76.0%	80.4%
Students with Disabilities	6.6%	6.9%	6.2%
English Learners	13.5%	15.2%	14.7%
Homeless Students	0.2%	0.6%	1.1%
Students in Foster Care	0.8%	0.4%	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	0.0%	0.0%	0.4%
Hispanic	9.4%	8.9%	10.1%
Black or African American	88.7%	90.3%	87.3%
Asian	0.4%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.7%
Two or More Races	1.5%	0.0%	0.9%

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
KG - Half Day	0	0	0
KG - Full Day	81	80	78

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	68.1%
Haitian	9.9%
Spanish	9.2%
Creoles and pidgins, French-based	3.7%
Creoles and pidgins, English	3.1%
Other Languages	5.9%



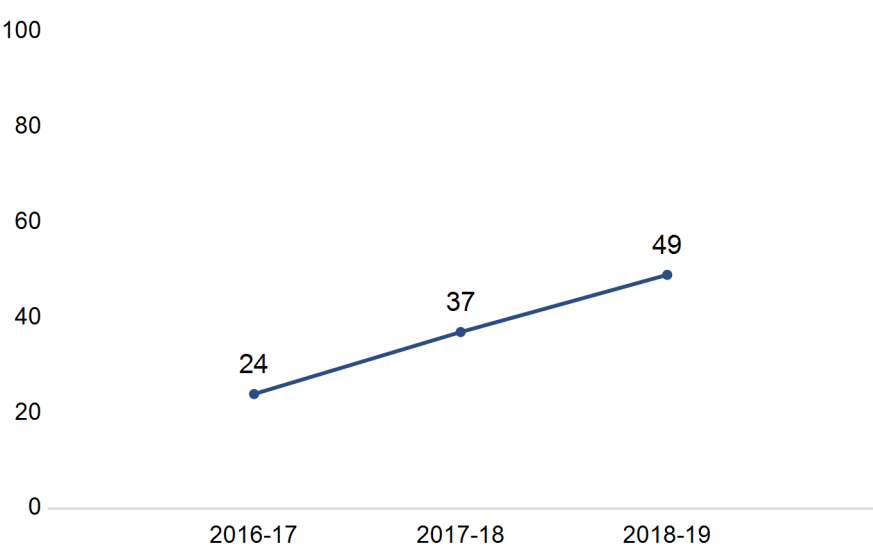
University Elementary School
(13-2330-136)
Grades Offered: KG-05
2018-2019

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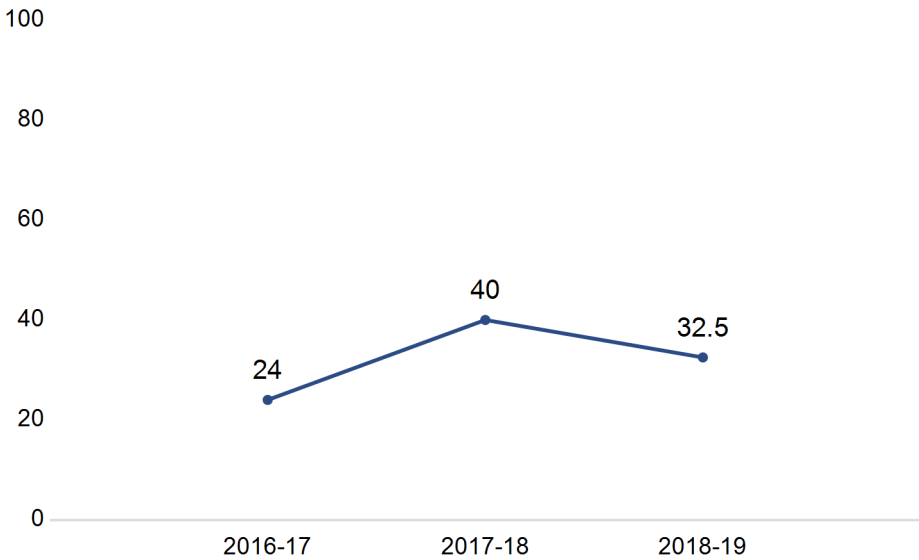
Student Growth Trends and Progress

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	24	37	49	24	40	32.5
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



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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	49	47	50	Met Standard	32.5	43	50	Not Met
White	N	*	50	**	N	*	52	**
Hispanic	*	48	49	**	*	45	47	**
Black or African American	45	47	45	Met Standard	32.5	43	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	44	59	**	N	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	53	49	53	N	34	45	50	N
Male	36	44	47	N	29	42	51	N
Economically Disadvantaged Students	51	47	48	Met Standard	30	43	46	Not Met
Students with Disabilities	44	37.5	43	Met Standard	36	36	45	Not Met
English Learners	68	51	52	**	19	42	50	**
Homeless Students	*	43	43	N	*	44	44	N
Students in Foster Care	N	30	42	N	N	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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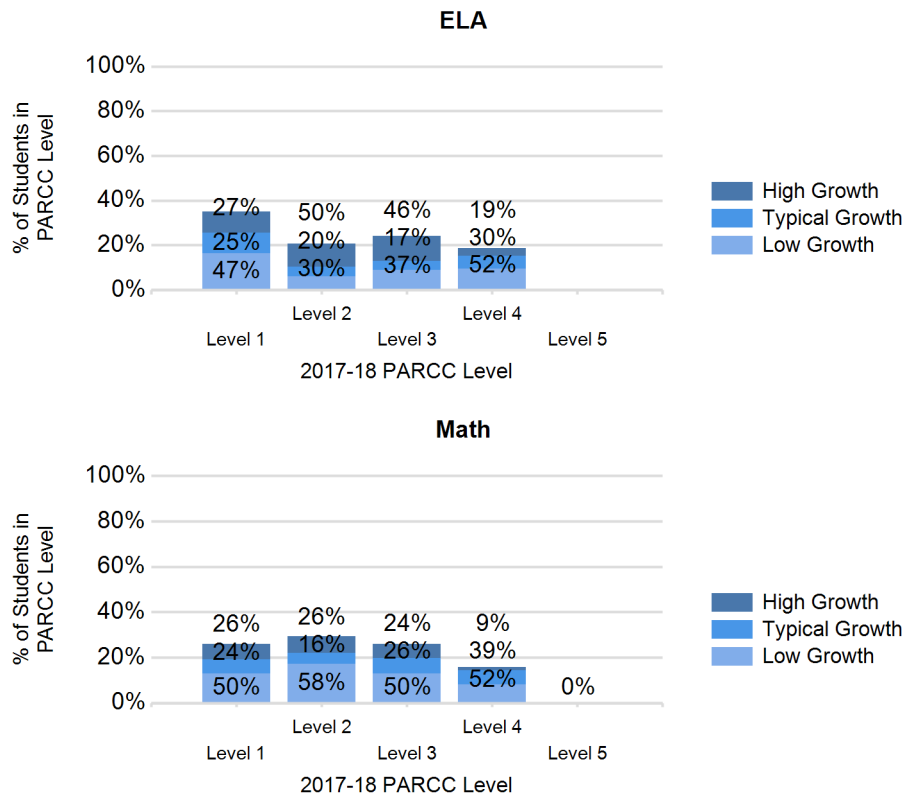
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

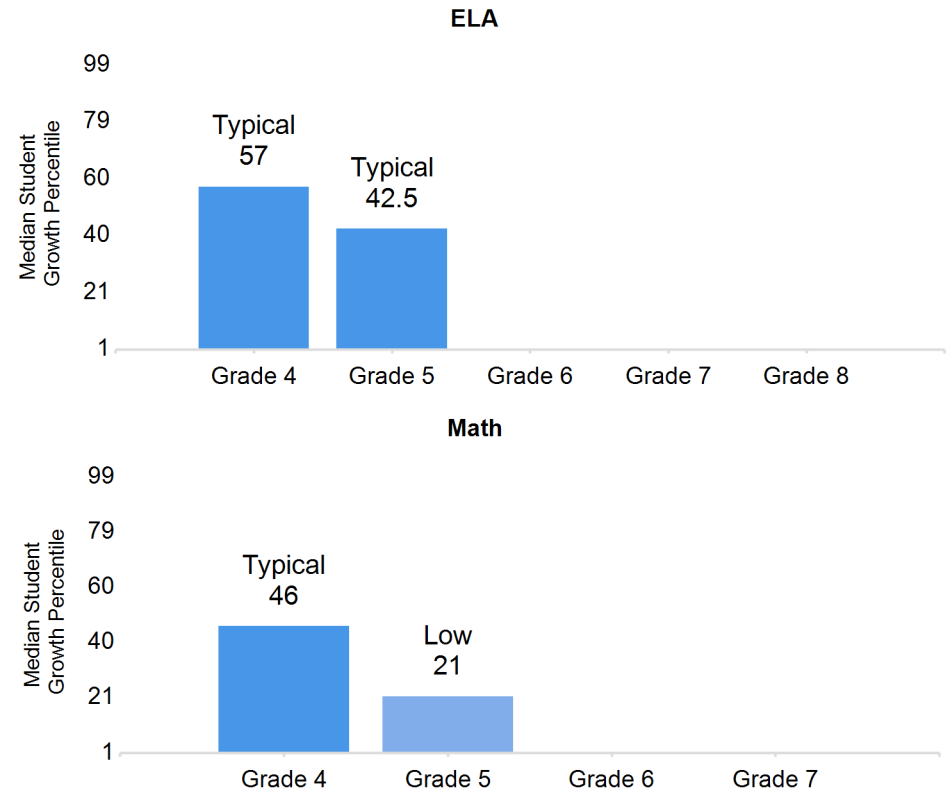
Student Growth by Performance Level

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.



Student Growth by Grade

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





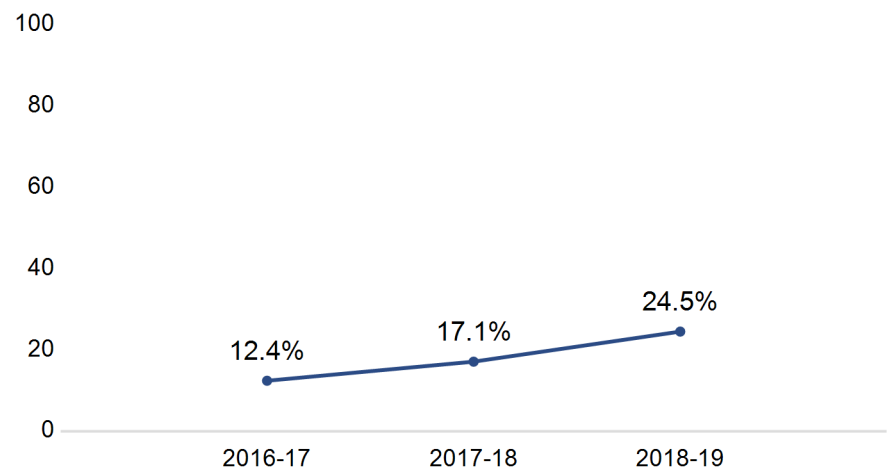
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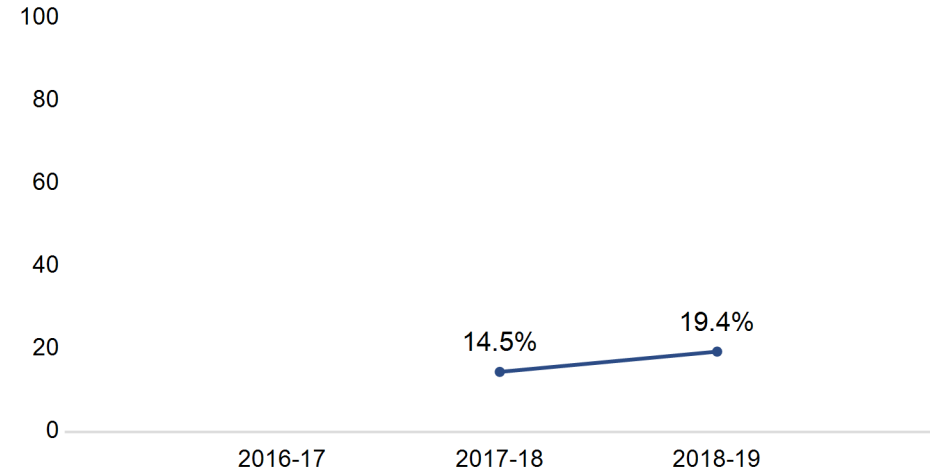
English Language Arts and Mathematics Performance Trends

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	100.0%	99.3%	99.6%	99.6%	98.2%	99.6%
Proficiency Rate for Federal Accountability	12.4%	17.1%	24.5%	*	14.5%	19.4%
Annual Target	17.3%	20.6%	23.9%	13.3%	16.8%	20.3%
Met Annual Target?	Not Met	Met Target†	Met Target	Not Met	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	237	99.6	24.5	27.3	57.9	24.5	23.9	Met Target
White	N	N	N	*	66.9	N	**	**
Hispanic	16	100.0	43.8	25.6	43.9	43.8	**	**
Black or African American	221	99.6	23.1	27.6	38.5	23.1	24.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	43.3	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	132	100.0	27.3	32.7	64.8	27.3		
Male	105	99.1	21.0	22.4	51.3	21.0		
Economically Disadvantaged Students	187	99.5	24.6	27.3	40.0	24.6	22.9	Met Target
Non-Economically Disadvantaged Students	50	100.0	24.0	27.3	67.9	24.0		
Students with Disabilities	33	97.1	*	*	22.7	*	8	Met Target†
Students without Disabilities	204	100.0	*	*	65.1	*		
English Learners	33	100.0	24.2	16.2	29.3	24.2	15.8	Met Target
Non-English Learners	204	99.5	24.5	30.7	60.6	24.5		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	18.8	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

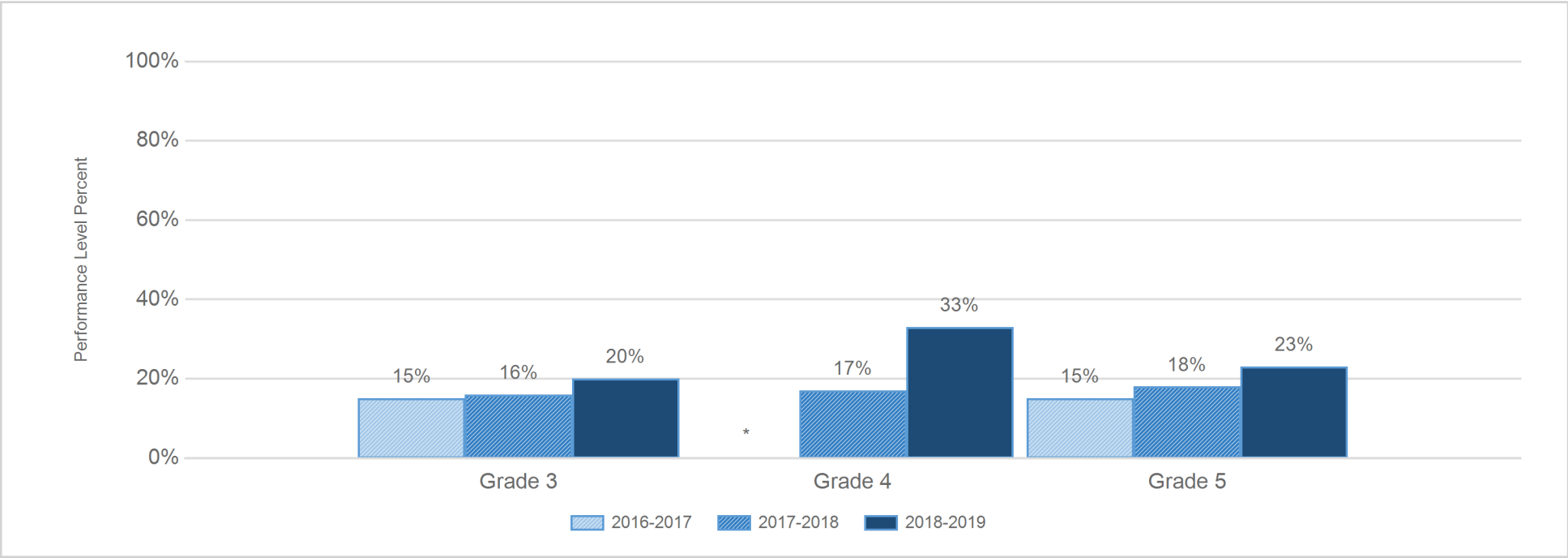


University Elementary School
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Grades Offered: KG-05
2018-2019

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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	86	720	722	748	37%	17%	26%	*	*	20%	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	711	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	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	43	727	727	753	26%	*	*	*	*	23%	55%
Male	43	713	718	743	49%	*	*	*	*	16%	46%
Economically Disadvantaged Students	71	720	722	731	*	21%	*	*	*	18%	33%
Non-Economically Disadvantaged Students	15	722	723	759	*	0%	*	*	*	27%	61%
Students with Disabilities	*	*	697	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	12	710	701	713	*	*	0%	*	*	17%	17%
Non-English Learners	74	722	728	751	*	*	30%	*	*	20%	54%
Homeless Students	N	N	*	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	*	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	79	732	731	755	20%	22%	25%	*	*	33%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	*	*	729	743	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	52	734	737	760	*	*	*	*	*	35%	62%
Male	27	728	725	750	*	*	*	*	*	30%	53%
Economically Disadvantaged Students	65	733	*	740	*	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	14	729	*	765	*	*	*	*	*	36%	69%
Students with Disabilities	*	*	705	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	761	*	*	*	*	*	*	64%
English Learners	*	*	711	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	736	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	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	80	721	730	756	39%	*	28%	*	*	23%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	731	743	*	*	*	*	*	*	44%
Black or African American	*	*	730	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	41	723	733	761	37%	*	24%	*	*	22%	64%
Male	39	719	727	750	41%	*	31%	*	*	23%	52%
Economically Disadvantaged Students	56	723	*	740	38%	*	*	*	*	23%	39%
Non-Economically Disadvantaged Students	24	716	*	766	42%	*	*	*	*	21%	69%
Students with Disabilities	15	708	705	724	67%	*	*	*	*	13%	23%
Students without Disabilities	65	724	734	762	32%	*	*	*	*	25%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	733	758	*	*	*	*	*	*	60%
Homeless Students	*	*	723	730	*	*	*	*	*	*	29%
Students in Foster Care	N	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%



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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	237	99.6	19.4	*	44.5	19.4	20.3	Met Target†
White	N	N	N	*	54.1	N	**	**
Hispanic	16	100.0	37.5	14.6	28.8	37.5	**	**
Black or African American	221	99.6	18.1	14.4	23.0	18.1	20.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	23.3	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	132	100.0	19.7	*	44.9	19.7		
Male	105	99.1	19.0	*	44.2	19.0		
Economically Disadvantaged Students	186	99.5	*	15.5	26.3	*	20.9	Met Target
Non-Economically Disadvantaged Students	51	100.0	*	11.5	54.9	*		
Students with Disabilities	33	97.1	*	*	17.4	*	8	Not Met
Students without Disabilities	204	100.0	*	*	50.0	*		
English Learners	33	100.0	*	*	25.0	*	11.6	Met Target†
Non-English Learners	204	99.5	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

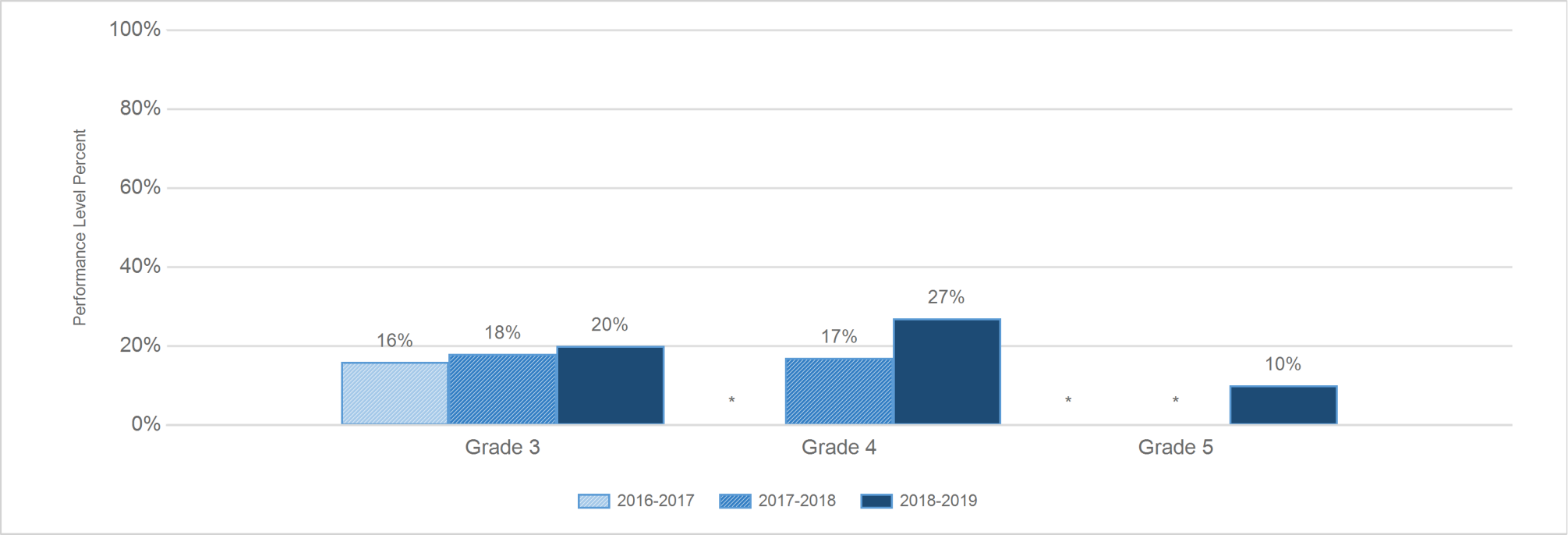


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Mathematics Assessment – Performance Trends

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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2018-2019

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N No Data is available to display
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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	88	727	732	752	18%	25%	36%	*	*	20%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	732	739	*	*	*	*	*	*	40%
Black or African American	80	725	732	735	18%	26%	39%	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	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	43	730	733	751	*	28%	35%	*	*	23%	54%
Male	45	723	731	752	*	22%	38%	*	*	18%	56%
Economically Disadvantaged Students	72	727	*	737	*	*	*	*	*	22%	37%
Non-Economically Disadvantaged Students	16	724	*	761	*	*	*	*	*	13%	67%
Students with Disabilities	*	*	713	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	60%
English Learners	12	726	723	728	*	*	*	*	*	17%	26%
Non-English Learners	76	727	735	754	*	*	*	*	*	21%	58%
Homeless Students	N	N	*	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	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



University Elementary School

(13-2330-136)

Grades Offered: KG-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	79	729	724	749	19%	23%	32%	27%	0%	27%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	*	*	720	737	*	*	*	*	*	*	36%
Black or African American	*	*	725	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	52	725	725	749	*	*	29%	*	*	25%	50%
Male	27	736	723	749	*	*	37%	*	*	30%	52%
Economically Disadvantaged Students	65	729	*	734	*	*	*	*	*	29%	32%
Non-Economically Disadvantaged Students	14	732	*	759	*	*	*	*	*	14%	63%
Students with Disabilities	*	*	712	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	754	*	*	*	*	*	*	56%
English Learners	*	*	707	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	728	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	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%



University Elementary School

(13-2330-136)

Grades Offered: KG-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	80	710	719	747	41%	33%	16%	*	*	10%	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	719	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	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	41	708	719	747	*	*	*	*	*	*	47%
Male	39	711	719	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	56	712	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	24	703	*	757	*	*	*	*	*	*	59%
Students with Disabilities	15	705	713	725	*	*	*	*	*	*	19%
Students without Disabilities	65	711	720	752	*	*	*	*	*	*	52%
English Learners	*	*	707	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	721	749	*	*	*	*	*	*	49%
Homeless Students	*	*	723	723	*	*	*	*	*	*	17%
Students in Foster Care	N	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%



University Elementary School

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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	*	*

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	35.4%	56.6%	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	18	*	*
3-4	29	*	*
5 or more	17	*	*



University Elementary School

(13-2330-136)

Grades Offered: KG-05

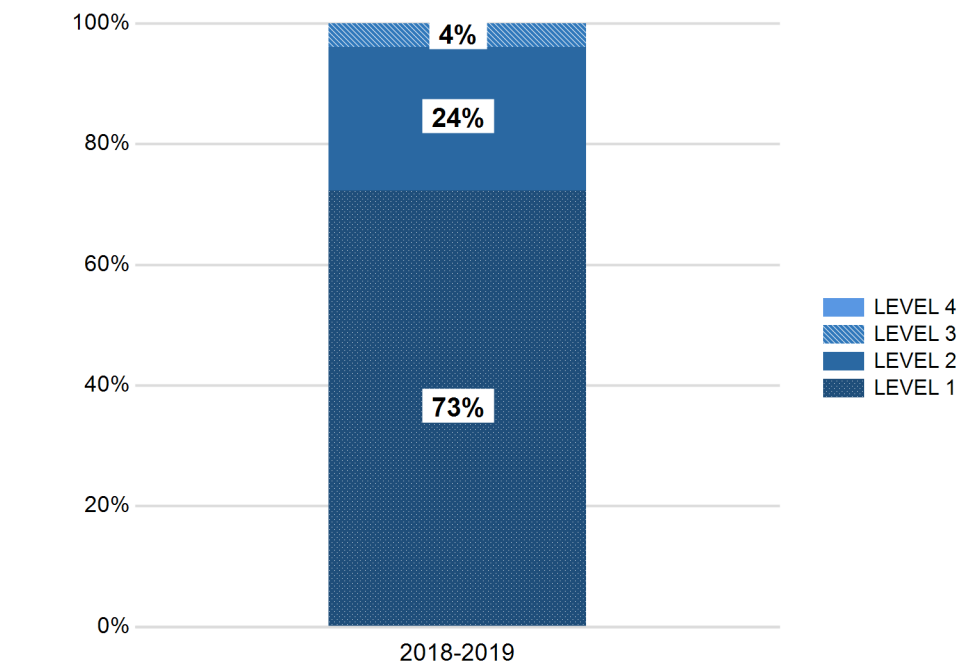
2018-2019

Report Key:
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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	73	24	4	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	74	25	1	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	73	22	5	0
Male	72	26	3	0
Economically Disadvantaged Students	68	29	4	0
Non-Economically Disadvantaged Students	83	13	4	0
Students with Disabilities	80	13	7	0
Students without Disabilities	71	26	3	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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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.

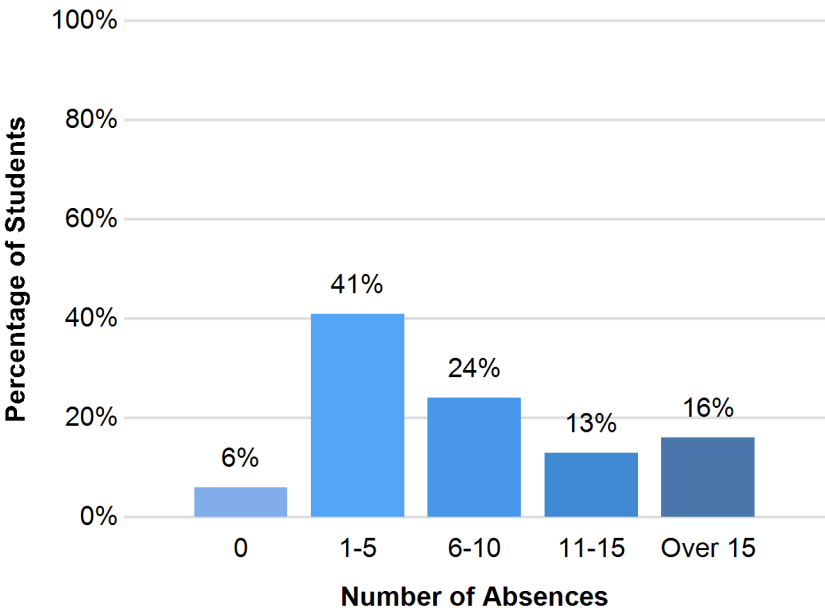
Chronic Absenteeism

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	58	12.4	8.9	Not Met
White	*	*	**	**
Hispanic	3	6.4	8.9	Met
Black or African American	53	12.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	26	11.1		
Male	32	13.6		
Economically Disadvantaged Students	49	13.0	8.9	Not Met
Students with Disabilities	8	17.0	8.9	Not Met
English Learners	2	2.9	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.





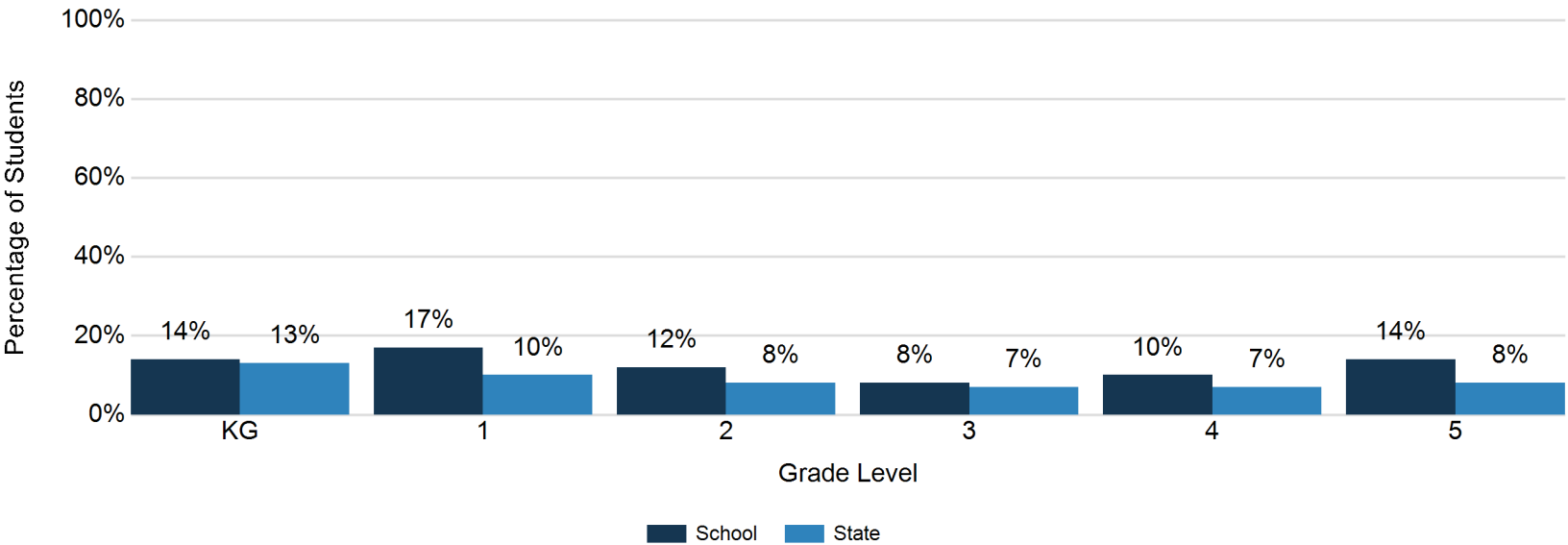
University Elementary School
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Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.66

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1
No Identified Nature	0		0

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

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	39	8.6%
Any Suspension	39	8.6%
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
121



University Elementary School

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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	8:25 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 8 Mins
Shared Time - Instructional Time	5 Hrs. 8 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	34	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	7.7	10.8
Percentage of Teachers with 4 or more years experience in the district	52.9%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	13:1	15:1
Students to Administrators	228:1	223:1
Teachers to Administrators	17:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	49.9%	76.5%	100.0%	48.4%	77.1%	54.9%
Male	50.1%	23.5%	0.0%	51.6%	22.9%	45.1%
White	0.4%	47.1%	0.0%	42.4%	83.6%	77.4%
Hispanic	10.1%	8.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	87.3%	44.1%	100.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	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	0.9%	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.

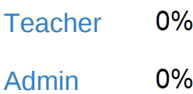
Bachelor's Degree



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.0%



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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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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	
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	
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.



University Elementary School

(13-2330-136)

Grades Offered: KG-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

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 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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	12.4%	17.1%	24.5%
Math Proficiency	*	14.5%	19.4%
ELA Growth	24	37	49
Math Growth	24	40	32
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		41.2%	35.4%
Chronic Absenteeism	19.1%	15.3%	12.4%

† 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

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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:
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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.



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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	Not Met	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	**	**	**	**	n/a	Met	No
Black or African American	Met Target†	Met Target†	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	Met Target	Met Target	Met Standard	Not Met	n/a	Not 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	No

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



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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:	- University Elementary School's educational community strives to provide scholars with an environment that meets the academic, social, and emotional needs of the whole child. - The stakeholders of our school's educational community have a shared vision of high expectations for all scholars and our parents are members of the PTA and School Leadership Council. - University Elementary School is comprised of approximately 400 prekindergarten through 5th grade scholars who receive instruction from a team of highly qualified instructors.
 Mission, Vision, Theme:	The mission of University Elementary School is to provide scholars with an academically challenging program to promote life-long learning skills that will prepare them for the 21st century. Scholars are exposed to a variety of learning experiences and scholar leaders, family, and community members have a shared responsibility to ensure their success. We acknowledge the diversity of our school community and respect their individual social and emotional needs and learning styles. We support the character development of our scholars as part of their learning experience and celebrate each other by embracing relationship building traits that reflect the essence our school community's goals.
 Awards, Recognition, Accomplishments:	University Elementary School was the recipient of the 3rd place Essex County Pride Essay Contest and placed 1st, 2nd and 3rd place in grades 3, 4, and 5 respectively in the District's Dr. Martin Luther King, Jr. essay contest. University Elementary School also placed 1st in grades 4 and 5 for the District's Multicultural Essay Contest. University Elementary School HAWKS basketball team won the District's Championship tournament.



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 Courses, Curriculum, Instruction:	The Reading Wonders program fosters a differentiated and balanced literacy environment. IReady's ELA program is integrated to provide additional ELA support. The Pearson's science program reinforces scholars' achievements in the sciences. The Social Studies program is designed to support literacy throughout the content area. IReady and Envision math programs encourage a differentiated environment through the use of math stations and small group instruction that address instruction and learning using concrete, pictorial, and abstract approaches.
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 Before and After School Programs:	University Elementary School offers after school Enrichment and Academic Skills programs for scholars in grades 3, 4, and 5 to provide instruction in English Language Arts and mathematics. The program is designed to give individualized instruction to scholars and monitor their progress through benchmark assessments. Classes are available for English Language Learners to provide them with additional English Language Arts instruction. Students are provided with opportunities to further enrich their academic, social and emotional growth as they are provided with over 15 after school programs. Examples include Girl Scouts, Book Clubs, Cooking Class, Soccer, Performing Arts, and Homework Clubs.
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 Parent and Community Involvement:	Parent and community members participated in the following events: Breast Cancer Walk, Health and Wellness Week, PBS incentive events, Honor Roll Breakfast, Attendance Award Ceremony, Kindergarten Orientation, Back to School Night, Parent Teacher Conferences, Math Rocks Night, PBS Science Center Experience, Annual Experiential Day Event, NJSLA Pep Rally, Grade Level Trips, Bring Your Parents to School Day, Celebrity Read, Science Fair, Parent Coordinator Workshops, and PTA meetings.
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers
 Facilities:	University Elementary School is housed on the first three levels of the Irvington School District's Board of Education facility and is one of eight elementary schools located in Irvington Township. The air conditioned facility has a computer lab, state of the art library, and fully equipped kitchen where breakfast and lunch are prepared daily for scholars.



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 Early Childhood Education:	University Elementary offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and teacher-family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building.
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 Other Information	In addition to our research based English Language Arts, mathematics, science, and social studies programs, scholars are offered World Language, Library/Media, Visual Arts, Physical Education, and Vocal Music instruction. Identified scholars receive additional support from English as a Second Language and Special Education teachers. University Elementary School is home to one of four Intellectually Gifted programs in the Irvington School District and serves scholars in grades 1 through 5. The IG program serves scholars whose cognitive abilities require special education to meet their unique needs. Technology is integrated throughout the curriculum and can be found embedded in the library media arts program, math, English Language Arts, science, and social studies. Interactive white boards are in every classroom to ensure focused technology practice and instruction and each grade level class has access to laptop computers to support instruction and learning. Highly qualified instructors provide scholars with Sheltered Instruction as a means of assisting scholars to become proficient in speaking, reading and writing in English. Kagan Strategies are embedded in instruction to increase scholar participation, develop higher order thinking skills, promote self and peer assessment, foster consistent student data collection and improve community building opportunities. Center Based Instruction is implemented to cater to all learning styles and support differentiated instruction across all content areas. With the continued support and commitment of all parents, families, and staff, University Elementary School will succeed in preparing our scholars to be 21st century learners and thinkers and college and career ready.
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University Middle School
(13-2330-135)
Grades Offered: 06-08
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 at 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:



University Middle School
(13-2330-135)
Grades Offered: 06-08
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	Essex
District	Irvington Public School District
Principal Name	Ms. Andrea Tucker
Address	255 MYRTLE AVE IRVINGTON, NJ 07111-2621
Phone Number	973-399-6879
Email Address	atucker@irvington.k12.nj.us
Website	https://irvington.k12.nj.us/schools/university-middle/
Twitter	https://twitter.com/IrvingtonPSD



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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
6	221	253	272
7	233	216	262
8	209	242	240
Total	663	711	774

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	47.7%	51.6%	49.6%
Male	52.3%	48.4%	50.4%
Economically Disadvantaged Students	75.9%	53.4%	85.3%
Students with Disabilities	10.7%	11.5%	12.9%
English Learners	10.9%	9.8%	9.8%
Homeless Students	0.8%	1.1%	1.2%
Students in Foster Care	0.6%	1.1%	0.9%
Military-Connected Students	0.0%	0.1%	0.0%
Migrant Students	0.5%	0.7%	0.0%

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	0.0%	0.0%	0.0%
Hispanic	17.5%	17.7%	20.9%
Black or African American	81.4%	81.9%	78.9%
Asian	0.6%	0.3%	0.1%
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	0.5%	0.1%	0.0%

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	65.1%
Spanish	16.4%
Haitian	11.1%
Yoruba	1.4%
Creoles and pidgins, English	1.4%
Other Languages	4.5%



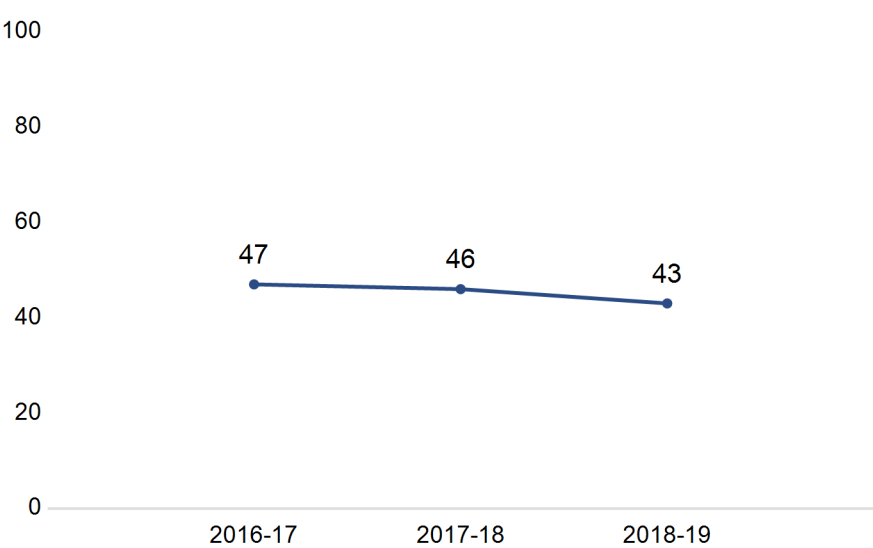
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2018-2019

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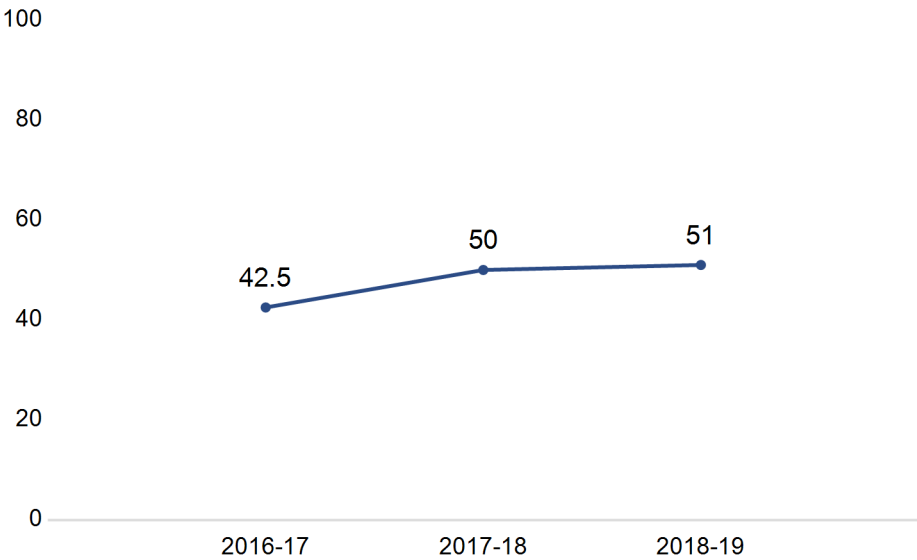
Student Growth Trends and Progress

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	47	46	43	42.5	50	51
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



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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	43	47	50	Met Standard	51	43	50	Met Standard
White	N	*	50	**	N	*	52	**
Hispanic	43	48	49	Met Standard	50	45	47	Met Standard
Black or African American	43	47	45	Met Standard	51	43	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	44	59	**	*	59	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	45	49	53	N	51	45	50	N
Male	41	44	47	N	48	42	51	N
Economically Disadvantaged Students	43	47	48	Met Standard	50	43	46	Met Standard
Students with Disabilities	35	37.5	43	Not Met	28	36	45	Not Met
English Learners	46	51	52	Met Standard	46	42	50	Met Standard
Homeless Students	36	43	43	N	*	44	44	N
Students in Foster Care	*	30	42	N	*	62	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	N	*	51	N



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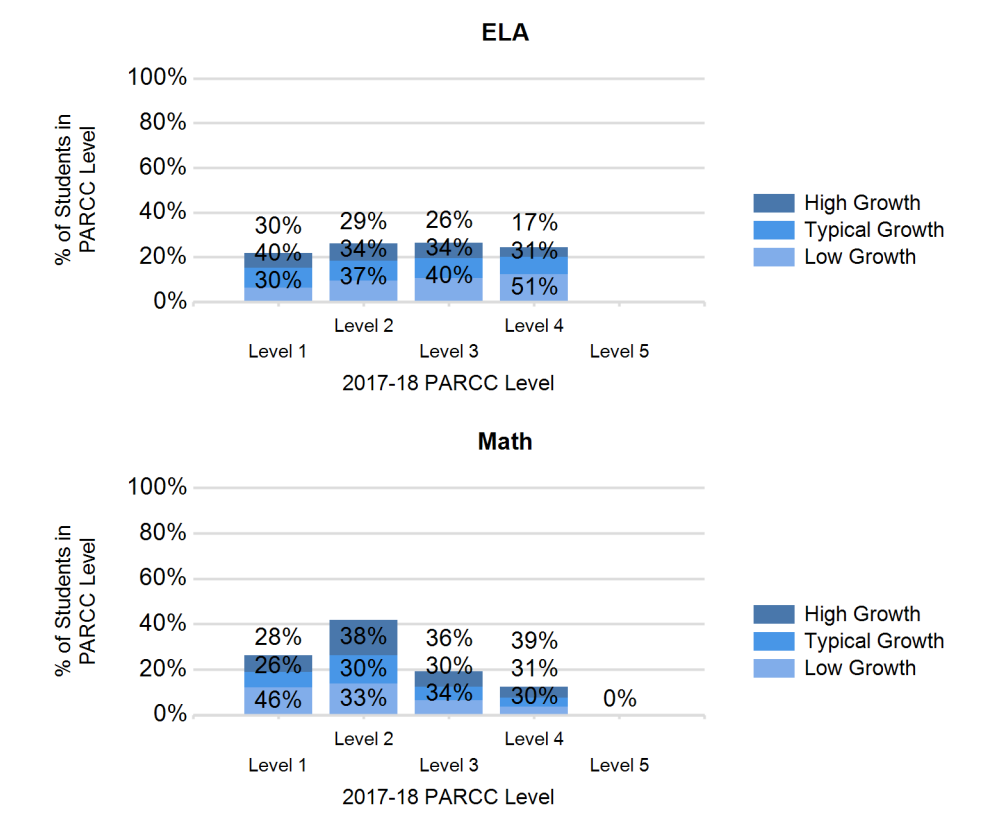
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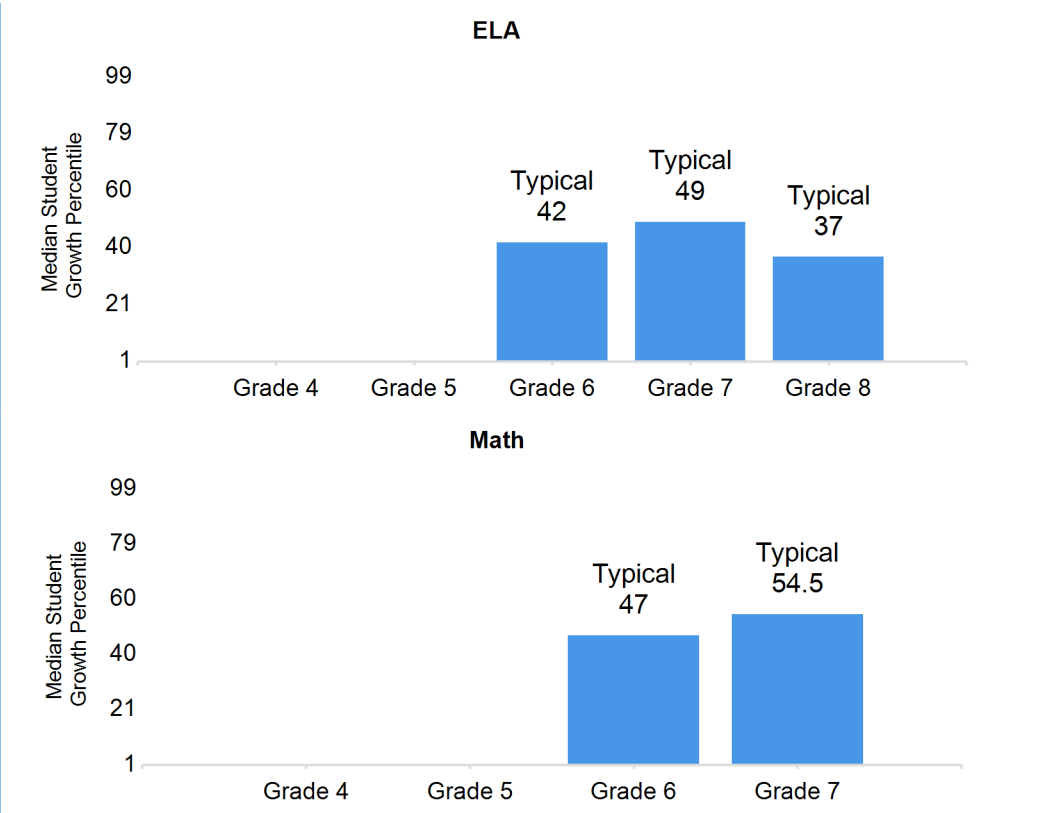
Student Growth by Performance Level

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.



Student Growth by Grade

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





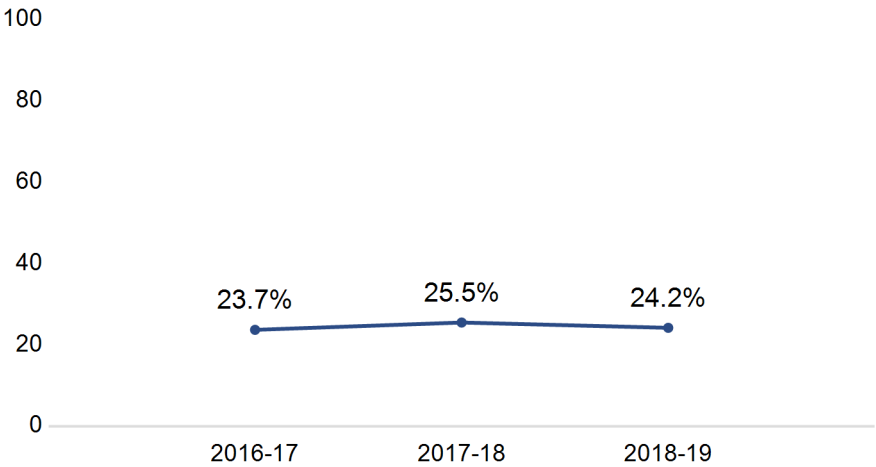
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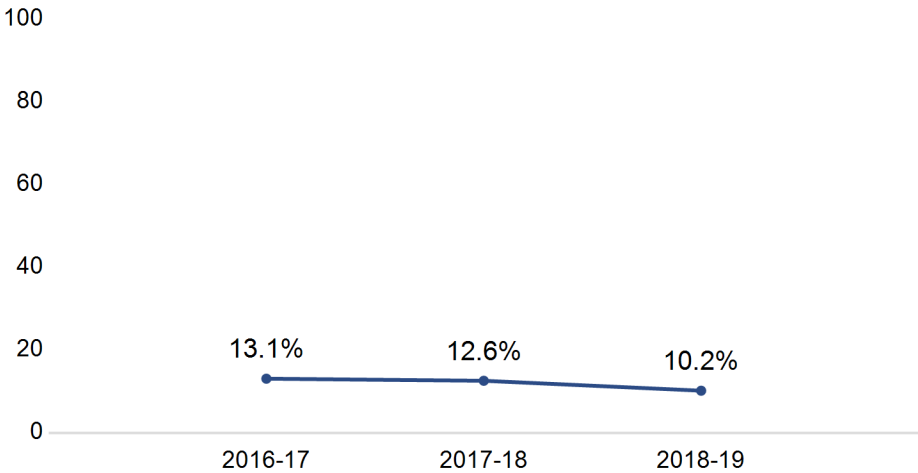
English Language Arts and Mathematics Performance Trends

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	96.3%	99.3%	99.2%	96.2%	98.9%	99.3%
Proficiency Rate for Federal Accountability	23.7%	25.5%	24.2%	13.1%	12.6%	10.2%
Annual Target	27.8%	30.6%	33.3%	17.7%	21.0%	24.2%
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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** 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	748	99.2	24.2	27.3	57.9	24.2	33.3	Not Met
White	N	N	N	*	66.9	N	**	**
Hispanic	*	*	*	25.6	43.9	*	30.9	Not Met
Black or African American	593	99.2	24.6	27.6	38.5	24.6	34.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	43.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	366	99.7	31.1	32.7	64.8	31.1		
Male	382	98.8	17.5	22.4	51.3	17.5		
Economically Disadvantaged Students	605	99.4	23.1	27.3	40.0	23.1	32.3	Not Met
Non-Economically Disadvantaged Students	143	98.7	28.7	27.3	67.9	28.7		
Students with Disabilities	109	97.4	*	*	22.7	*	10.2	Not Met
Students without Disabilities	639	99.6	*	*	65.1	*		
English Learners	154	99.4	15.6	16.2	29.3	15.6	21.6	Not Met
Non-English Learners	594	99.2	26.4	30.7	60.6	26.4		
Homeless Students	14	100.0	21.4	17.0	29.1	21.4		
Students In Foster Care	*	*	*	18.8	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

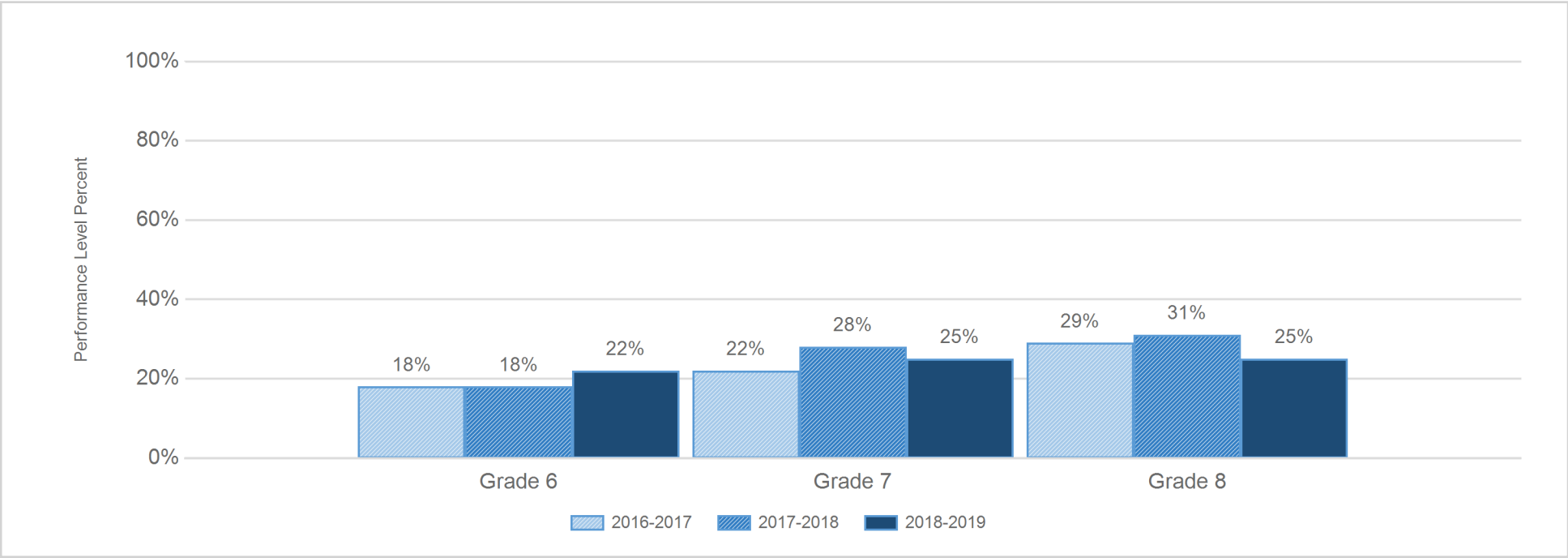


University Middle School
(13-2330-135)
Grades Offered: 06-08
2018-2019

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.





University Middle School
(13-2330-135)
Grades Offered: 06-08
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	280	725	729	754	22%	28%	28%	*	*	22%	56%
White	N	N	N	762	N	N	N	N	N	N	65%
Hispanic	60	728	*	743	23%	22%	32%	*	*	23%	43%
Black or African American	218	725	728	738	22%	29%	27%	*	*	22%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	140	732	735	762	15%	26%	28%	*	*	31%	64%
Male	140	719	722	748	29%	29%	29%	*	*	14%	48%
Economically Disadvantaged Students	236	725	729	740	*	28%	28%	*	*	21%	39%
Non-Economically Disadvantaged Students	44	730	728	763	*	23%	32%	*	*	27%	67%
Students with Disabilities	41	695	697	722	*	*	*	*	*	*	19%
Students without Disabilities	239	731	733	761	*	*	*	*	*	*	64%
English Learners	27	696	696	710	*	*	*	*	*	*	*
Non-English Learners	253	729	732	756	*	*	*	*	*	*	*
Homeless Students	*	*	737	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%



University Middle School
(13-2330-135)
Grades Offered: 06-08
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	254	724	732	761	24%	25%	26%	*	*	25%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	58	718	*	747	29%	33%	17%	*	*	21%	50%
Black or African American	196	726	732	741	23%	23%	28%	*	*	26%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	128	731	738	769	19%	20%	29%	*	*	32%	71%
Male	126	717	726	753	30%	30%	22%	*	*	17%	55%
Economically Disadvantaged Students	205	725	731	743	23%	24%	26%	*	*	26%	45%
Non-Economically Disadvantaged Students	49	717	733	771	29%	29%	24%	*	*	18%	73%
Students with Disabilities	33	697	697	720	*	*	*	*	*	*	22%
Students without Disabilities	221	728	736	769	*	*	*	*	*	*	71%
English Learners	22	690	701	706	*	*	*	*	*	*	12%
Non-English Learners	232	727	735	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	31%



University Middle School
(13-2330-135)
Grades Offered: 06-08
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	240	725	730	762	23%	28%	25%	*	*	25%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	39	725	*	747	*	31%	26%	*	*	23%	49%
Black or African American	201	725	730	741	*	27%	24%	*	*	25%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	113	733	740	771	17%	21%	33%	*	*	29%	71%
Male	127	718	722	753	28%	34%	17%	*	*	21%	55%
Economically Disadvantaged Students	183	722	728	743	*	27%	27%	*	*	21%	45%
Non-Economically Disadvantaged Students	57	734	736	772	*	30%	18%	*	*	37%	72%
Students with Disabilities	34	697	698	721	*	*	*	*	*	*	22%
Students without Disabilities	206	730	736	770	*	*	*	*	*	*	71%
English Learners	26	707	703	708	*	*	*	*	*	*	12%
Non-English Learners	214	727	733	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%



University Middle School
(13-2330-135)
Grades Offered: 06-08
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	756	99.3	10.2	*	44.5	10.2	24.2	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	*	*	11.5	14.6	28.8	11.5	23.6	Not Met
Black or African American	599	99.2	*	14.4	23.0	*	24.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	23.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	369	99.7	10.0	*	44.9	10.0		
Male	387	98.8	10.3	*	44.2	10.3		
Economically Disadvantaged Students	612	99.5	10.1	15.5	26.3	10.1	23.6	Not Met
Non-Economically Disadvantaged Students	144	98.1	10.4	11.5	54.9	10.4		
Students with Disabilities	108	96.6	*	*	17.4	*	9.1	Not Met
Students without Disabilities	648	99.7	*	*	50.0	*		
English Learners	163	100.0	*	*	25.0	*	21.6	Not Met
Non-English Learners	593	99.0	*	*	46.5	*		
Homeless Students	14	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

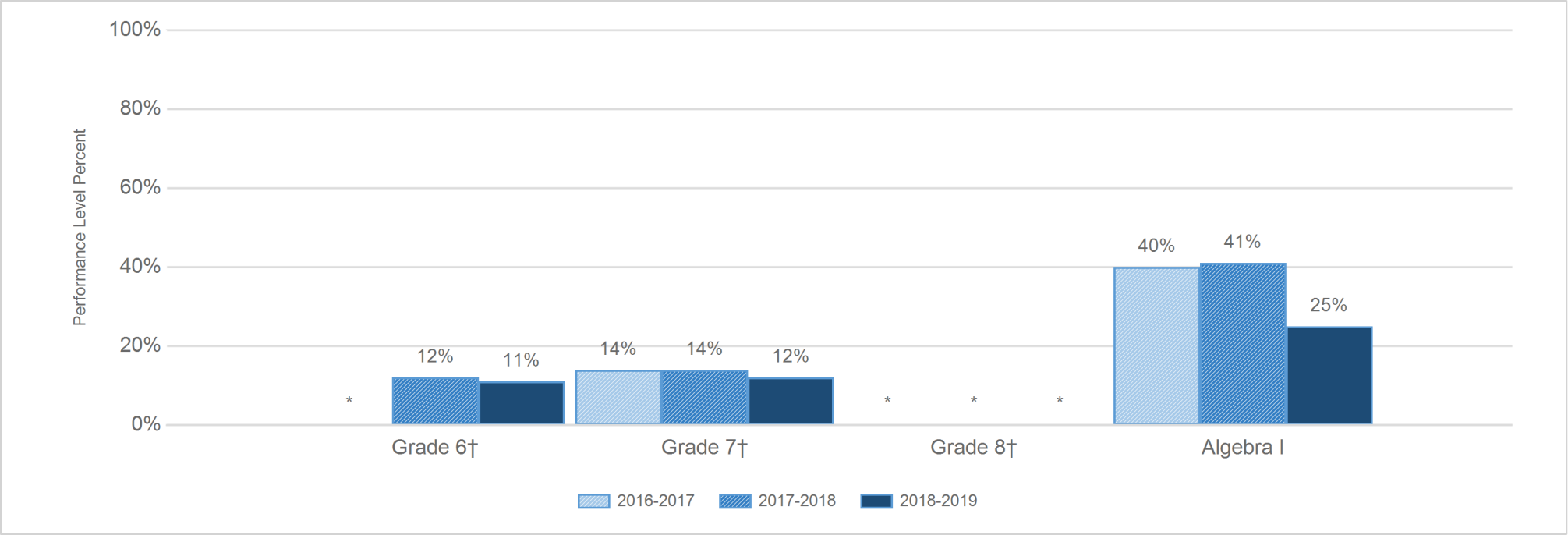


University Middle School
(13-2330-135)
Grades Offered: 06-08
2018-2019

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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.



University Middle School
(13-2330-135)
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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	283	714	715	741	28%	40%	22%	*	*	11%	41%
White	N	N	N	749	N	N	N	N	N	N	51%
Hispanic	61	721	*	729	*	38%	33%	*	*	15%	24%
Black or African American	220	712	713	722	32%	40%	18%	*	*	10%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	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	142	715	717	742	*	*	*	*	*	*	42%
Male	141	712	712	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	240	714	715	726	28%	41%	21%	*	*	10%	21%
Non-Economically Disadvantaged Students	43	716	711	750	28%	33%	26%	*	*	14%	53%
Students with Disabilities	40	698	702	716	*	*	*	*	*	*	12%
Students without Disabilities	243	716	716	746	*	*	*	*	*	*	46%
English Learners	31	693	690	709	*	*	*	*	*	*	*
Non-English Learners	252	716	718	743	*	*	*	*	*	*	*
Homeless Students	*	*	724	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%



University Middle School
(13-2330-135)
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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	260	719	720	744	22%	42%	25%	*	*	12%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	61	716	*	733	21%	51%	18%	*	*	10%	26%
Black or African American	199	720	720	727	22%	39%	27%	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	130	720	721	744	22%	38%	26%	*	*	13%	42%
Male	130	717	720	743	21%	45%	24%	*	*	10%	42%
Economically Disadvantaged Students	207	719	721	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	53	716	719	751	*	*	*	*	*	*	53%
Students with Disabilities	33	698	699	718	*	*	*	*	*	*	13%
Students without Disabilities	227	722	723	749	*	*	*	*	*	*	48%
English Learners	28	701	706	716	*	*	*	*	*	*	10%
Non-English Learners	232	721	722	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	*	717	N	N	N	N	N	N	12%



University Middle School
(13-2330-135)
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2018-2019

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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	206	696	699	728	*	*	*	*	*	*	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	*	*	697	722	*	*	*	*	*	*	22%
Black or African American	172	695	699	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	94	694	699	731	*	*	*	*	*	*	31%
Male	112	697	698	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	163	697	699	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	43	692	697	735	*	*	*	*	*	*	36%
Students with Disabilities	34	681	686	707	*	*	*	*	*	*	10%
Students without Disabilities	172	699	701	734	*	*	*	*	*	*	35%
English Learners	28	697	692	706	*	*	*	*	*	*	10%
Non-English Learners	178	695	700	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	*	*	*	701	*	*	*	*	*	*	16%



University Middle School
(13-2330-135)
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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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	40	734	708	744	*	*	40%	*	*	25%	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	*	*	712	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	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	21	733	711	745	*	*	*	*	*	29%	44%
Male	19	736	707	743	*	*	*	*	*	21%	41%
Economically Disadvantaged Students	24	733	708	727	*	*	*	*	*	29%	23%
Non-Economically Disadvantaged Students	16	736	708	752	*	*	*	*	*	19%	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	40	734	*	748	*	*	40%	*	*	25%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



University Middle School
(13-2330-135)
Grades Offered: 06-08
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
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	23.9%	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	38	*	*
3-4	21	*	*
5 or more	28	*	*



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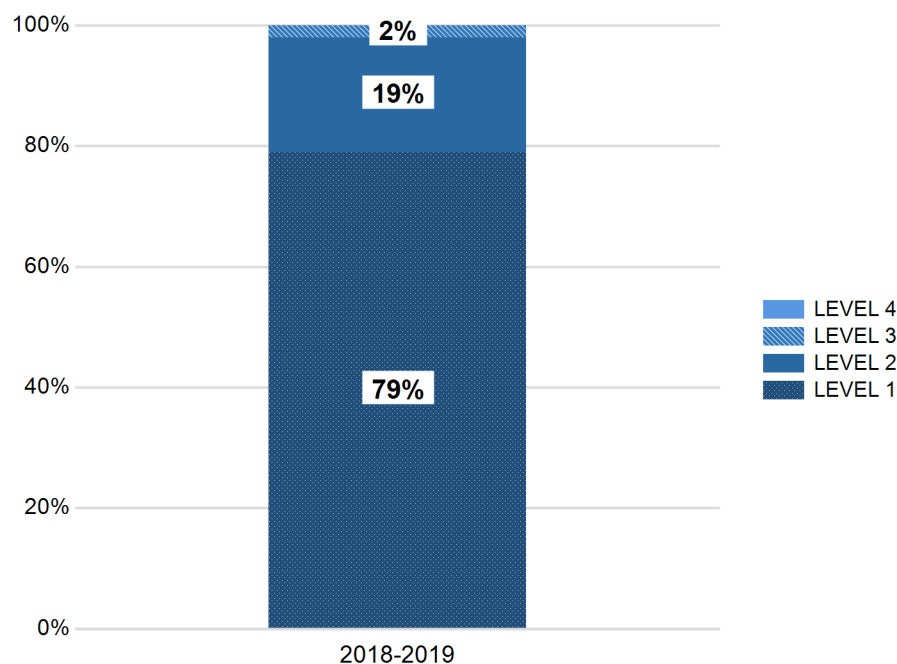
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	79	19	2	0
White	N	N	N	N
Hispanic	*	*	*	*
Black or African American	81	17	2	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	79	18	4	0
Male	79	20	1	0
Economically Disadvantaged Students	81	18	1	0
Non-Economically Disadvantaged Students	72	23	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	88	13	0	0
Non-English Learners	78	20	2	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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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	270
7	0	0	258
8	40	0	196
Total	40	0	724

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	147	122	0	0	0	0	0
7	202	46	0	0	0	0	0
8	180	54	0	0	0	0	0
Total	529	222	0	0	0	0	0



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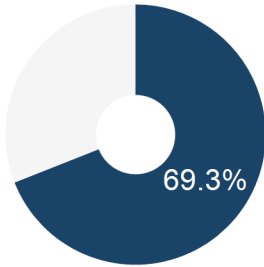
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Visual and Performing Arts – Course Participation

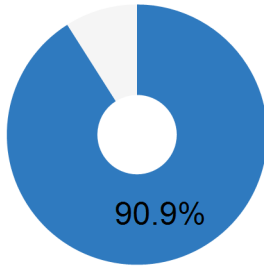
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

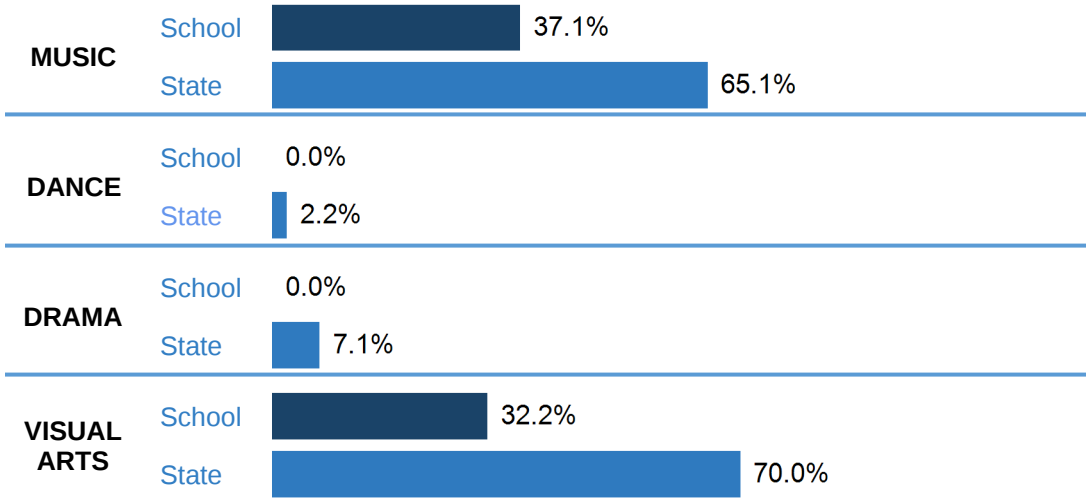


School



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. Students with fewer than 45 days in membership are excluded from attendance calculations.

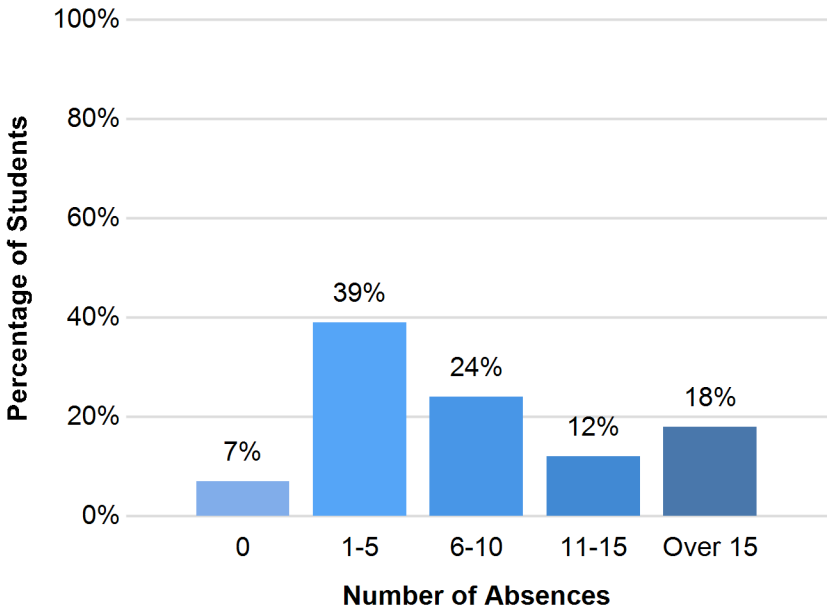
Chronic Absenteeism

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	126	16.4	9.1	Not Met
White	N	N	N	N
Hispanic	*	*	9.1	Not Met
Black or African American	109	17.9	9.1	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	16.0		
Male	66	16.8		
Economically Disadvantaged Students	111	16.8	9.1	Not Met
Students with Disabilities	38	35.8	9.1	Not Met
English Learners	10	12.8	9.1	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.





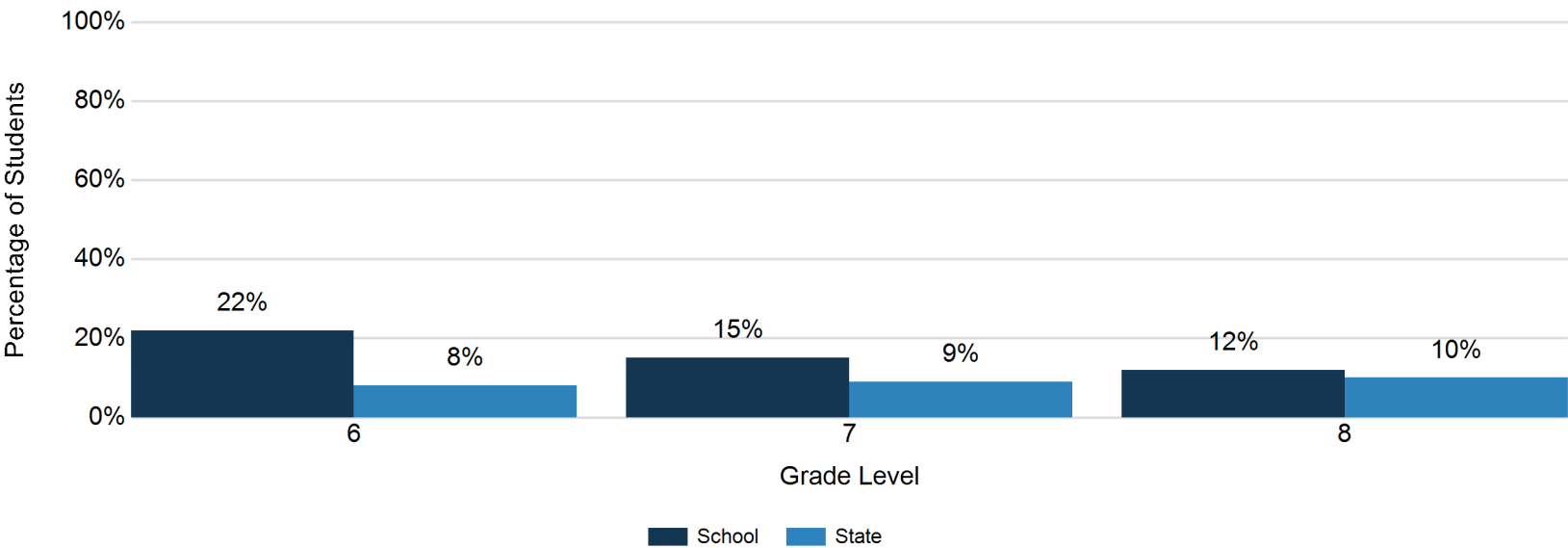
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Chronic Absenteeism by Grade

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	13
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.07

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	1	1	2
No Identified Nature	0		0

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

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	32	4.1%
Out-of-School Suspensions	162	20.9%
Any Suspension	173	22.4%
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
659



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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 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	1.1:1



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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	54	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	7.9	10.8
Percentage of Teachers with 4 or more years experience in the district	57.4%	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	35	9,530
Average years experience in public schools	14.5	16.0
Average years experience in district	10.4	12.0
Percentage of Administrators with 4 or more years experience in the district	71.4%	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	14:1	15:1
Students to Administrators	774:1	223:1
Teachers to Administrators	54:1	15:1
Students to Librarians/Media Specialists		708:1
Students to Nurses		519:1
Students to Counselors		371:1
Students to Child Study Team Members		244:1



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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	49.6%	61.1%	100.0%	48.4%	77.1%	54.9%
Male	50.4%	38.9%	0.0%	51.6%	22.9%	45.1%
White	0.0%	35.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	20.9%	9.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	78.9%	53.7%	100.0%	15.0%	6.6%	13.9%
Asian	0.1%	1.9%	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	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



Master's Degree



Doctoral Degree



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	89.9%	90.5%
2017-18 Administrators: Same district 2018-19	86.5%	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	97.4%



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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	
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	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.



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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](#).

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 Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.7%	25.5%	24.2%
Math Proficiency	13.1%	12.6%	10.2%
ELA Growth	47	46	43
Math Growth	42	50	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		32.1%	23.9%
Chronic Absenteeism	16.4%	13.2%	16.4%

† 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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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	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	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	Not Met	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	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).



University Middle School
(13-2330-135)
Grades Offered: 06-08
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

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:

- The Annual Girls and Boys Summit are programs that focus on gender specific topics to strengthen and empower students.
- Career and College Fairs expose students to various career and college choices. Students are able to learn about unconventional careers that will ignite interest in choices for the future.
- Back to School Night is an opportunity for parents to receive information regarding facilities, curriculum, and instruction. Parents meet with teachers to discuss academic expectations for the year



Mission, Vision, Theme:

University Middle School respects the diversity of its student population and is dedicated to the importance of developing our scholars into responsible citizens. We provide each scholar with an academically challenging program that enhances creativity, develops an ability to use technology, and encourages critical thinking and problem solving. In support of this vision, we will ensure a safe instructional environment and promote lifelong learning.



Awards, Recognition, Accomplishments:

The National Junior Honor Society, Honor Roll, Student of the Month, NJSLA Champions and Perfect Attendance are a few of the honors that are bestowed upon our scholars. Our scholars have also placed in district sponsored contests such as the Dr. Martin Luther King, Jr. Essay, Multicultural Essay, Essex County PRIDE Essay and the Spelling Bee. Our very talented students have placed in art contests for the Irvington Fire Department, Irvington Education Association's Pride in Education program and various other Essex County contests.



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 Courses, Curriculum, Instruction:	Our school has a 9-period schedule that includes Math, English Language Arts, Science, Social Studies, and Physical Education for all students. University Middle School also offers French and Spanish, an intellectually gifted program, magnet music and visual arts programs, and technology classes. All of our scholars are trained to use Chromebooks as a learning tool, and all classrooms have a Smart Board, which teachers apply in daily instruction by designing interactive lessons.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Cheerleading (Coed), Soccer (Boys & Girls), Softball (Girls)
 Clubs and Activities:	After school enrichment programs provide students with experiences that extend classroom learning. We also have various programs of interest for students, such as, STEM club, Chess Club and mentoring programs.



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 Before and After School Programs:	University Middle School offers enrichment programs after-school. The programs are facilitated by the teachers and outside vendors. The MAP (Making Achievement Possible) Program is school based and offers tutorial services, learning support, counseling and trips. The Rutgers TRIO program offers weekly services for college and career readiness.
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 Parent and Community Involvement:	Annual programs include Open House, Report Card Night, and Bring Your Parent to School Day. Parents are provided access to the Power School Gradebook Portal to review grades in real-time. The students also have the same opportunity to view grades through their own private passwords. Many students use their access and will show teachers and administrators their progress. Parents are invited to volunteer for student activities such as school dances, trips and PBSIS events. Parents are also invited to participate on the School Safety Committee and School Leadership Council. Our guidance team develops programs for parents, which include the Importance of Attendance, NJSLA Information Night, and Career Day.
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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Surveys are issued annually to students, teachers and parents. Results are shared with all stakeholders during meetings throughout the year. The data is used to develop programming, school procedures, behavior modification, parent involvement, and professional development. Highlights from the student survey are as follows: positive feeling about teaching and learning and parental support and good morale within the school. The parents and teachers had very similar views as the students.
 Facilities:	An extension was added to the building in 1992. The building has a bright open space, which is well lit and ventilated with large windows. We continue to provide state of the art technology with upgraded interactive computer boards and Chromebooks. A new sound proof band room and sound system have been installed. We continue to purchase chromebook carts to progress towards one-on-one assistive technology for students.
 School Safety:	University Middle School has a thorough Emergency Management Plan. It includes all safety measures for emergency situations. We practice drills bi-monthly. We also have the support of State and local agencies during drills to provide suggestions based upon their expertise. We also have a secure building with monitoring devices for safety.



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 Other Information	There are productive Professional Learning Communities (PLCs) that meet daily for collaborative Common Planning sessions. The teachers follow a weekly agenda to review student work, analyze data, create lesson plans, develop common assessments, and collaborate with content area specialists. As a result of the collaborative Common Planning sessions, it is evident that there has been an increase in the effective use of small group instruction and the infusion of rigorous instruction in the classroom. Data driven instruction has been enlightening and informative. Data-focused PLC sessions and after school data meetings have been productive times for teachers and building administrators to analyze and discuss data to inform instruction. We continue to nurture the hearts of our students with the assistance of a well-rounded support staff members who offer academic instruction, as well as socio-emotional counseling. These staff members consist of guidance counselors, social worker, and a dean. They spend a majority of their time familiarizing themselves with our scholars and collaborating with them on interpersonal skills that will help them grow academically and socially. This, in turn, gives our scholars the tools to develop into young adults who will continue to be lifelong learners and demonstrate the character traits of independence, respect and dignity. This team also works diligently with all stakeholders to serve as a community-based center providing resources to parents, as well as opportunities for parents to share in the educational process of their children. Our PBSIS program will continue to be the underlying force of guiding student behavior. It encourages scholars to become responsible, contributing members of society, which will support a healthy school community. We endeavor to ensure that our students are college and career ready.
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