NJ SCHOOL PERFORMANCE REPORT

SCHOOL 24
(31-4010-270)
Grades Offered: PK-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	PASSAIC
District	PATERSON CITY
Principal Name	MS. COTTO
Address	50 NINETEENTH AVENUE PATERSON, NJ 07513
Phone Number	(973)321-0160
Email Address	FCOTTO@PATERSON.K12.NJ.US
Website	https://ps24-pps-nj.schoolloop.com/

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	30	30	29
KG	66	76	77
1	115	86	67
2	101	87	69
3	113	92	85
4	127	152	97
5	98	144	130
6	81	85	128
7	74	56	80
8	99	53	52
Total	904	861	814

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	49.4%	49.4%	49.4%
Male	50.6%	50.6%	50.6%
Economically Disadvantaged Students	71.6%	80.8%	88.2%
Students with Disabilities	9.1%	10.2%	8.4%
English Learners	12.5%	20.9%	20.4%
Homeless Students		0.6%	0.6%
Students in Foster Care		0.2%	0.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.8%	0.7%	0.5%
Hispanic	93.9%	89.2%	88.9%
Black or African American	4.3%	8.9%	9.7%
Asian	0.7%	1.2%	0.9%
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	0.3%	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	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	30	30	29
KG - Half Day	0	0	0
KG - Full Day	66	76	77

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	62.3%
English	36.4%
Other Languages	1.4%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	51	50	Met Standard	49	47	50	Met Standard
White	*	54	50	**	*	53	51	**
Hispanic	53	51	49	Met Standard	50	48	48	Met Standard
Black or African American	55	45	44	Met Standard	45	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	67	61	**	*	55	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	53	51	48	Met Standard	50	47	47	Met Standard
Students with Disabilities	33	39	41	Not Met	42	35	43	Met Standard
English Learners	59	52	54	Met Standard	50	53	51	Met Standard

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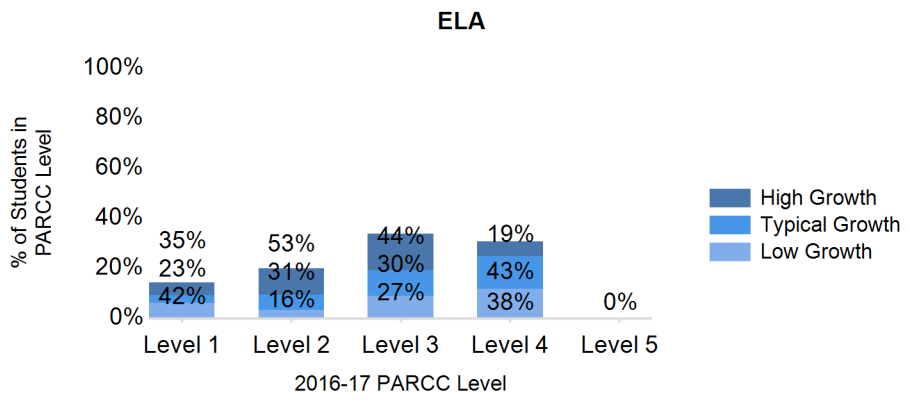
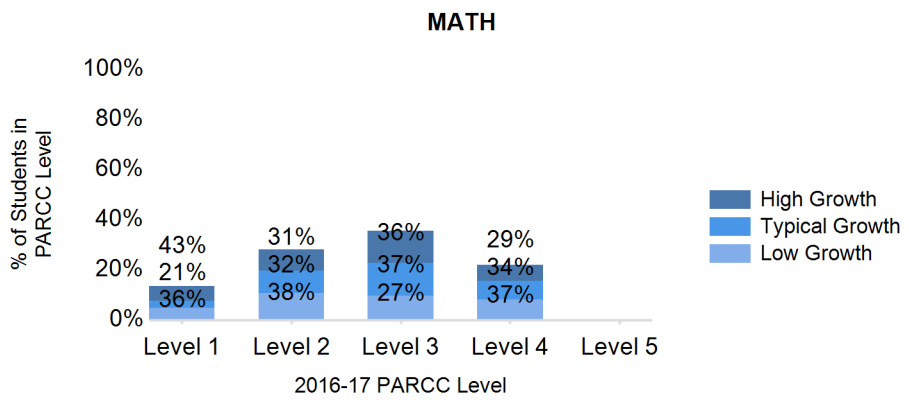
Student Growth by Performance Level

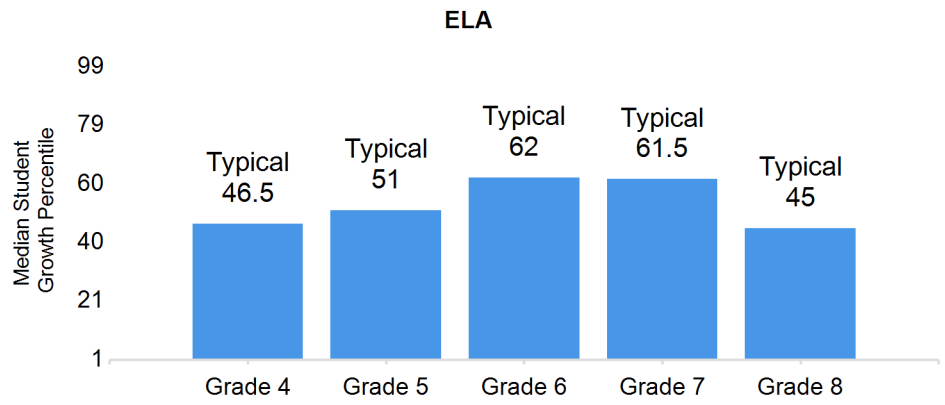
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

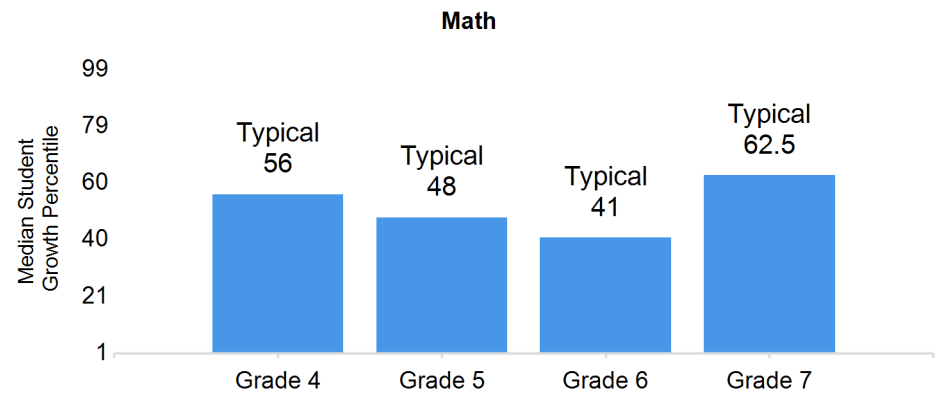




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	539	99.1	39.3	29.3	56.7	39.3	38.2	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	476	99.0	40.1	28.4	42.5	40.1	38.7	Met Target
Black or African American	56	100.0	33.9	24.4	37.3	33.9	28.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	51.4	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	278	98.9	46.0	35.4	64.5	46.0		
Male	261	99.3	32.2	23.4	49.4	32.2		
Economically Disadvantaged Students	469	99.0	40.5	29.4	38.5	40.5	38.2	Met Target
Non-Economically Disadvantaged Students	70	100.0	31.4	28.7	67.5	31.4		
Students with Disabilities	54	98.2	*	10.0	21.6	*	12.2	Met Target†
Students without Disabilities	485	99.2	*	32.9	63.9	*		
English Learners	144	100.0	26.4	16.7	27.3	26.4	18.1	Met Target
Non-English Learners	395	98.8	44.0	34.4	59.4	44.0		
Homeless Students	*	*	*	20.7	27.7	*		
Students In Foster Care	*	*	*	28.2	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	725	722	750	26%	24%	23%	27%	0%	27%	52%
White	N	N	732	759	N	N	N	N	N	N	61%
Hispanic	67	723	720	736	27%	25%	22%	25%	0%	25%	38%
Black or African American	*	*	721	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	42	733	*	756	*	24%	*	*	*	38%	57%
Male	40	715	717	744	*	25%	*	*	*	15%	46%
Economically Disadvantaged Students	72	726	721	733	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	10	715	729	762	*	*	*	*	*	10%	64%
Students with Disabilities	10	713	690	719	*	*	*	*	*	10%	24%
Students without Disabilities	72	726	726	756	*	*	*	*	*	29%	57%
English Learners	17	705	696	712	*	*	*	*	*	12%	15%
Non-English Learners	65	730	728	753	*	*	*	*	*	31%	55%
Homeless Students	N	N	706	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	735	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	739	732	756	*	23%	33%	*	*	36%	58%
White	N	N	733	764	N	N	N	N	N	N	68%
Hispanic	*	*	731	744	*	*	*	*	*	*	44%
Black or African American	*	*	728	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	45	736	738	762	*	*	29%	*	*	33%	63%
Male	45	742	727	751	*	*	38%	*	*	38%	53%
Economically Disadvantaged Students	78	738	732	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	12	744	736	767	*	*	*	*	*	50%	70%
Students with Disabilities	*	*	705	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	736	762	*	*	*	*	*	*	64%
English Learners	16	715	704	720	*	*	*	*	*	13%	17%
Non-English Learners	74	744	737	759	*	*	*	*	*	41%	61%
Homeless Students	*	*	728	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	741	733	755	10%	14%	32%	44%	0%	44%	58%
White	*	*	737	763	*	*	*	*	*	*	68%
Hispanic	117	742	731	743	10%	13%	32%	45%	0%	45%	43%
Black or African American	*	*	729	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	762	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	71	746	740	762	*	*	31%	52%	0%	52%	66%
Male	55	735	726	749	*	*	33%	33%	0%	33%	51%
Economically Disadvantaged Students	105	743	733	739	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	21	734	732	766	*	*	*	*	*	24%	71%
Students with Disabilities	10	692	702	724	*	*	*	*	*	*	22%
Students without Disabilities	116	745	738	762	*	*	*	*	*	*	65%
English Learners	*	*	701	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	737	757	*	*	*	*	*	*	60%
Homeless Students	N	N	724	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	741	732	754	9%	13%	35%	*	*	43%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	105	742	732	742	*	12%	36%	*	*	43%	42%
Black or African American	17	736	727	737	*	*	*	*	*	41%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	62	746	*	761	*	*	37%	*	*	47%	64%
Male	62	737	*	748	*	*	34%	*	*	39%	48%
Economically Disadvantaged Students	114	742	732	739	*	*	*	*	*	45%	37%
Non-Economically Disadvantaged Students	10	732	734	764	*	*	*	*	*	20%	68%
Students with Disabilities	13	714	707	723	*	*	*	*	*	*	18%
Students without Disabilities	111	745	737	760	*	*	*	*	*	*	63%
English Learners	*	*	701	712	*	*	*	*	*	*	*
Non-English Learners	*	*	737	755	*	*	*	*	*	*	*
Homeless Students	*	*	727	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	743	737	760	*	21%	22%	*	*	45%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	66	746	737	746	*	20%	23%	*	*	48%	49%
Black or African American	*	*	731	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	38	754	*	769	*	*	*	*	*	58%	72%
Male	38	732	*	752	*	*	*	*	*	32%	54%
Economically Disadvantaged Students	65	742	737	742	*	*	*	*	*	45%	44%
Non-Economically Disadvantaged Students	11	750	738	771	*	*	*	*	*	45%	73%
Students with Disabilities	*	*	704	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	744	768	*	*	*	*	*	*	71%
English Learners	11	705	694	705	*	*	*	*	*	*	11%
Non-English Learners	65	749	743	762	*	*	*	*	*	*	64%
Homeless Students	N	N	730	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 24
(31-4010-270)
Grades Offered: PK-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	743	734	759	*	*	36%	*	*	38%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	43	744	*	744	*	*	35%	*	*	40%	45%
Black or African American	*	*	727	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	757	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	21	748	*	768	*	*	*	*	*	48%	69%
Male	26	738	*	751	*	*	*	*	*	31%	52%
Economically Disadvantaged Students	37	741	734	740	*	*	*	*	*	35%	42%
Non-Economically Disadvantaged Students	10	749	735	769	*	*	*	*	*	50%	71%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	766	*	*	*	*	*	*	68%
English Learners	*	*	697	703	*	*	*	*	*	*	*
Non-English Learners	*	*	742	761	*	*	*	*	*	*	*
Homeless Students	*	*	707	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	727	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 24
(31-4010-270)
Grades Offered: PK-08
2017-2018

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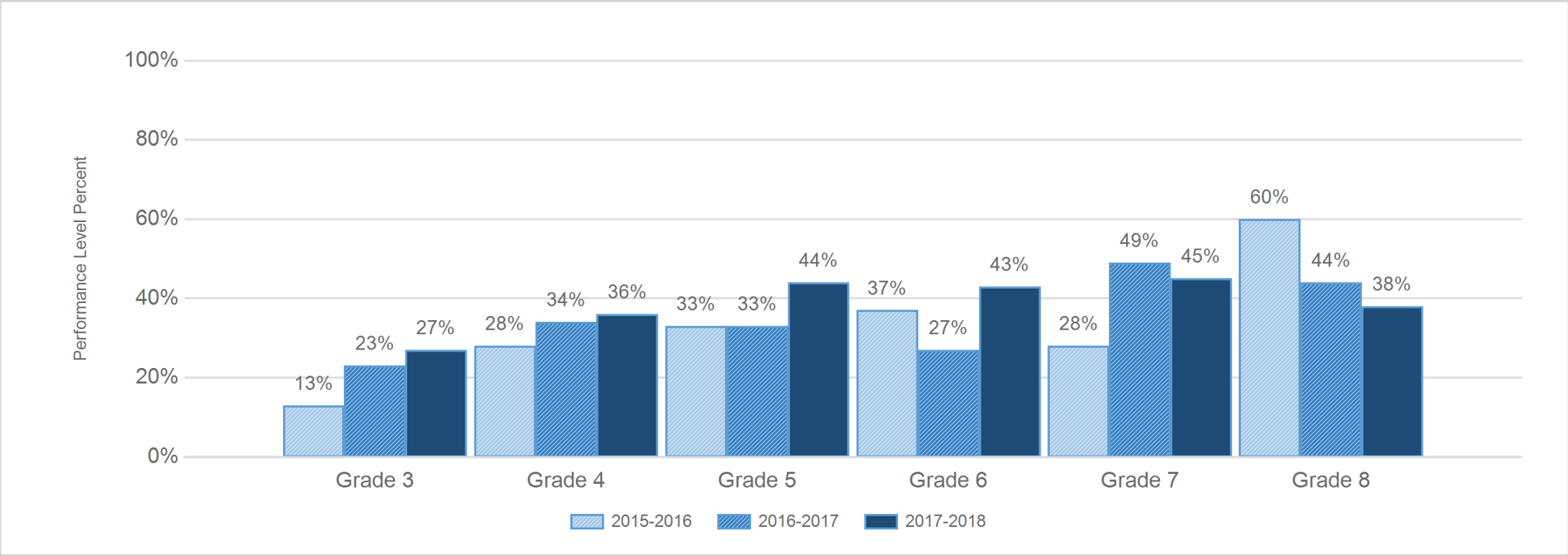
English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

SCHOOL 24
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Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	557	99.1	28.7	19.0	45.0	28.7	31.8	Met Target†
White	*	*	*	*	54.1	*	**	**
Hispanic	494	99.0	28.9	18.0	29.2	28.9	32.1	Met Target†
Black or African American	56	100.0	25.0	13.2	23.4	25.0	20.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	40.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	287	98.6	26.8	19.5	46.0	26.8		
Male	270	99.6	30.7	18.4	43.9	30.7		
Economically Disadvantaged Students	474	99.0	31.2	19.3	26.6	31.2	31.8	Met Target†
Non-Economically Disadvantaged Students	83	100.0	14.5	17.7	55.9	14.5		
Students with Disabilities	54	98.2	*	*	17.1	*	15	Not Met
Students without Disabilities	503	99.2	*	*	50.5	*		
English Learners	162	100.0	21.0	12.8	24.6	21.0	18.1	Met Target
Non-English Learners	395	98.8	31.9	21.6	46.9	31.9		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 24
(31-4010-270)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	736	727	752	12%	21%	33%	*	*	35%	53%
White	N	N	740	760	N	N	N	N	N	N	64%
Hispanic	71	735	726	739	*	20%	35%	*	*	32%	38%
Black or African American	*	*	723	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	43	741	*	752	*	*	30%	*	*	37%	53%
Male	43	731	726	751	*	*	35%	*	*	33%	53%
Economically Disadvantaged Students	73	738	727	736	*	*	*	*	*	38%	35%
Non-Economically Disadvantaged Students	13	724	729	762	*	*	*	*	*	15%	66%
Students with Disabilities	10	710	704	730	*	*	*	*	*	10%	29%
Students without Disabilities	76	740	730	756	*	*	*	*	*	38%	57%
English Learners	21	728	715	726	*	*	48%	*	*	19%	23%
Non-English Learners	65	739	731	754	*	*	28%	*	*	40%	56%
Homeless Students	*	*	700	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	729	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	735	727	748	13%	18%	32%	*	*	37%	49%
White	N	N	731	755	N	N	N	N	N	N	60%
Hispanic	*	*	727	737	*	*	*	*	*	*	34%
Black or African American	*	*	720	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	49	735	728	748	*	*	35%	*	*	31%	50%
Male	48	736	726	748	*	*	29%	*	*	44%	49%
Economically Disadvantaged Students	82	736	727	733	*	*	*	*	*	39%	30%
Non-Economically Disadvantaged Students	15	730	727	758	*	*	*	*	*	27%	62%
Students with Disabilities	*	*	702	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	731	753	*	*	*	*	*	*	55%
English Learners	22	716	712	722	*	*	*	*	*	18%	16%
Non-English Learners	75	741	731	750	*	*	*	*	*	43%	52%
Homeless Students	*	*	706	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	737	727	748	12%	21%	34%	*	*	33%	49%
White	*	*	733	756	*	*	*	*	*	*	60%
Hispanic	118	737	726	736	11%	21%	35%	*	*	33%	32%
Black or African American	*	*	720	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	71	740	*	749	*	24%	38%	*	*	34%	50%
Male	56	732	*	747	*	18%	29%	*	*	32%	48%
Economically Disadvantaged Students	105	740	728	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	22	719	724	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	704	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	731	752	*	*	*	*	*	*	55%
English Learners	*	*	709	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	730	750	*	*	*	*	*	*	51%
Homeless Students	N	N	719	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	726	724	744	15%	34%	32%	*	*	19%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	107	727	723	731	14%	35%	33%	*	*	19%	27%
Black or African American	17	721	715	726	*	*	*	*	*	24%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	743	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	64	725	726	745	*	36%	39%	*	*	13%	45%
Male	62	727	721	742	*	32%	24%	*	*	26%	42%
Economically Disadvantaged Students	114	727	723	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	12	716	724	753	*	*	*	*	*	*	56%
Students with Disabilities	13	702	700	717	*	*	*	*	*	*	13%
Students without Disabilities	113	729	728	748	*	*	*	*	*	*	49%
English Learners	*	*	705	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	*	*	705	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	*	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	725	724	743	*	42%	35%	*	*	15%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	71	726	724	732	*	42%	35%	*	*	15%	27%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	739	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	40	728	726	745	*	33%	40%	*	*	20%	45%
Male	41	722	722	741	*	51%	29%	*	*	10%	42%
Economically Disadvantaged Students	65	725	724	730	*	*	*	*	*	15%	24%
Non-Economically Disadvantaged Students	16	722	725	751	*	*	*	*	*	13%	55%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	748	*	*	*	*	*	*	50%
English Learners	16	704	711	716	*	*	*	*	*	*	10%
Non-English Learners	65	730	727	744	*	*	*	*	*	*	45%
Homeless Students	N	N	714	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	725	710	728	*	28%	33%	*	*	20%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	36	725	710	722	*	28%	33%	*	*	19%	22%
Black or African American	*	*	701	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	731	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	18	721	712	731	*	*	*	*	*	11%	31%
Male	22	728	707	725	*	*	*	*	*	27%	26%
Economically Disadvantaged Students	28	721	710	719	*	*	*	*	*	18%	20%
Non-Economically Disadvantaged Students	12	734	709	735	*	*	*	*	*	25%	35%
Students with Disabilities	*	*	691	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	714	735	*	*	*	*	*	*	*
English Learners	*	*	704	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	712	729	*	*	*	*	*	*	29%
Homeless Students	*	*	702	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	708	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	11	766	719	746	0%	0%	*	*	*	82%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	11	766	718	730	0%	0%	*	*	*	82%	27%
Black or African American	N	N	713	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	738	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	723	748	*	*	*	*	*	*	48%
Male	*	*	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	720	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	718	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	697	716	N	N	N	N	N	N	13%
Students without Disabilities	11	766	723	752	0%	0%	*	*	*	82%	52%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	11	766	724	749	0%	0%	*	*	*	82%	*
Homeless Students	N	N	705	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 24
(31-4010-270)
Grades Offered: PK-08
2017-2018

Report Key:
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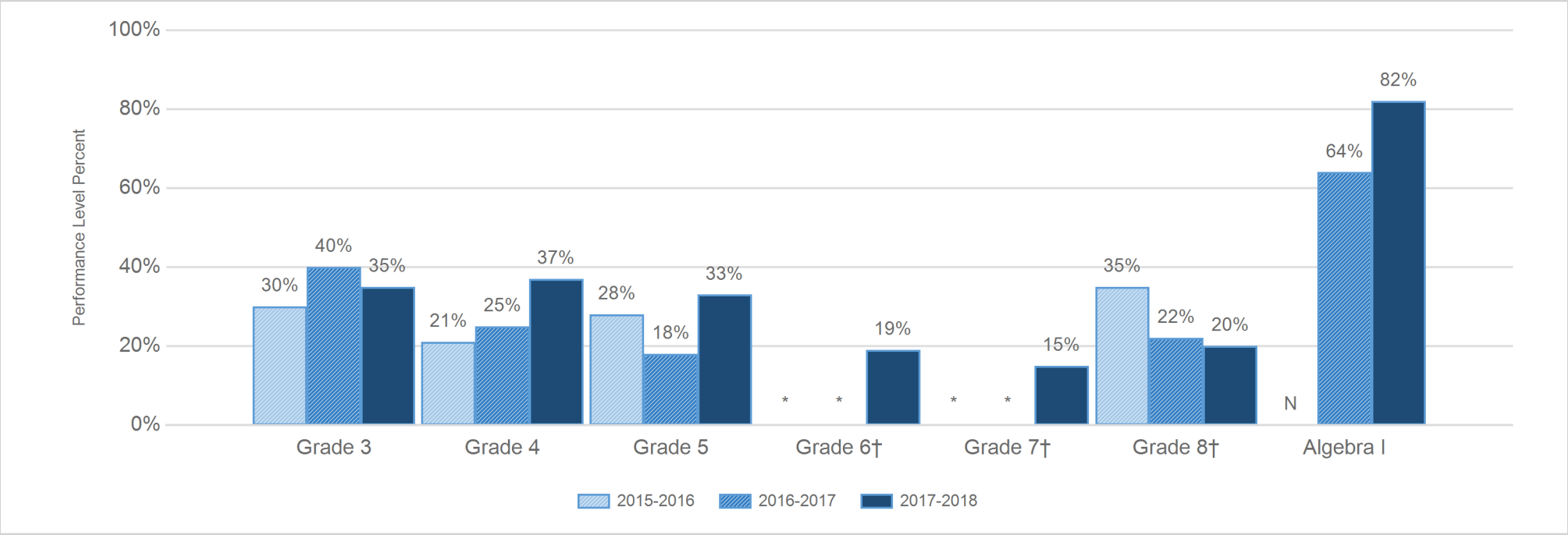
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	54.7%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	59	*	*
3-4	65	81.5%	18.5%
5 or more	26	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	136
7	0	0	89
8	12	0	50
Total	12	0	275

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	36	0	0	0	0	0	0
7	58	0	0	0	0	0	0
8	56	0	0	0	0	0	0
Total	150	0	0	0	0	0	0

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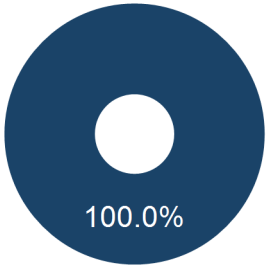
Visual and Performing Arts – Course Participation

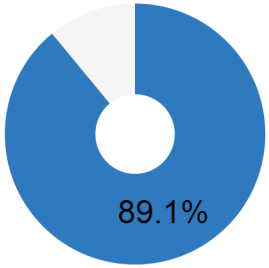
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

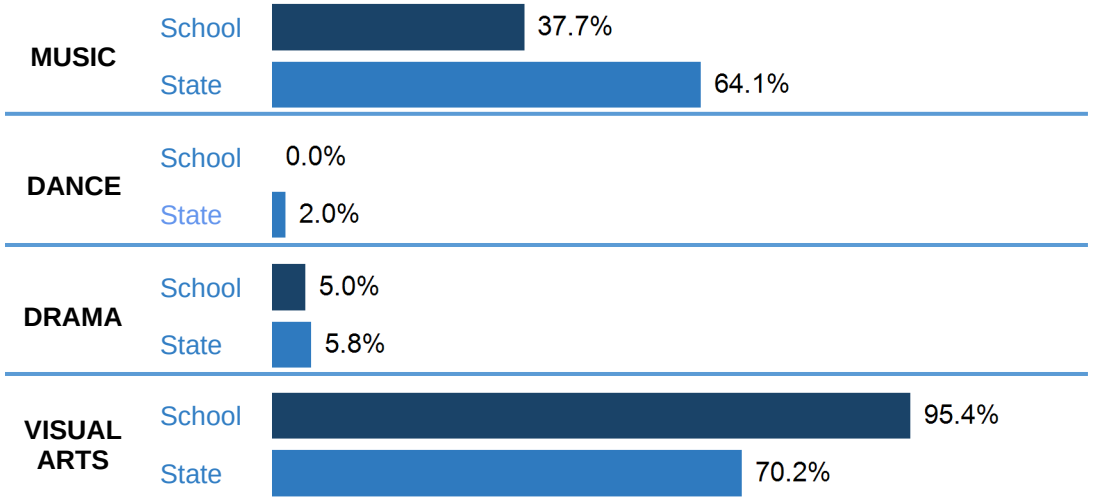


School



State

Students enrolled in one or more classes by discipline:



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

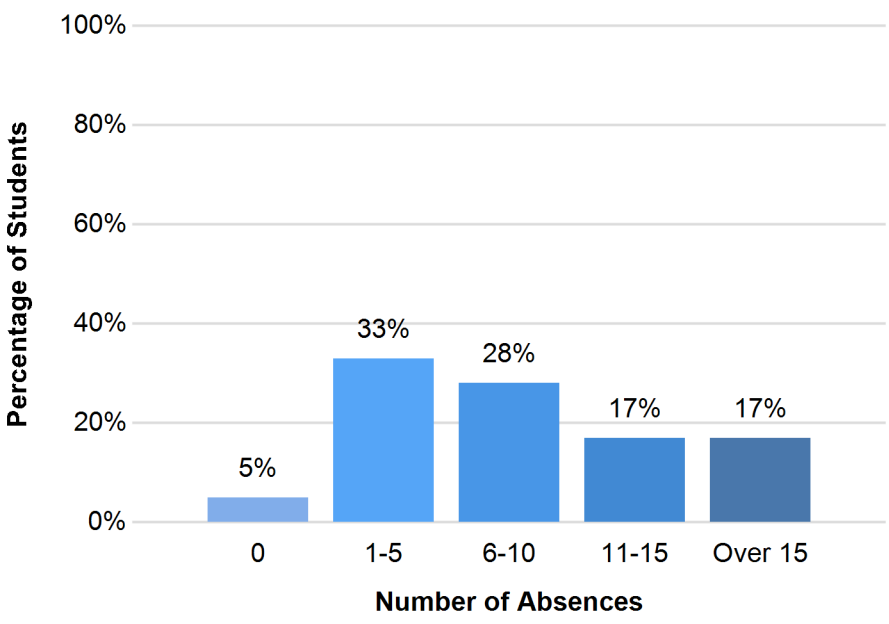
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	102	13.0	9.1	Not Met
White	*	*	**	**
Hispanic	94	13.5	9.1	Not Met
Black or African American	8	10.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	95	13.7	9.1	Not Met
Students with Disabilities	14	20.6	9.1	Not Met
English Learners	13	8.6	9.1	Met

Days Absent

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



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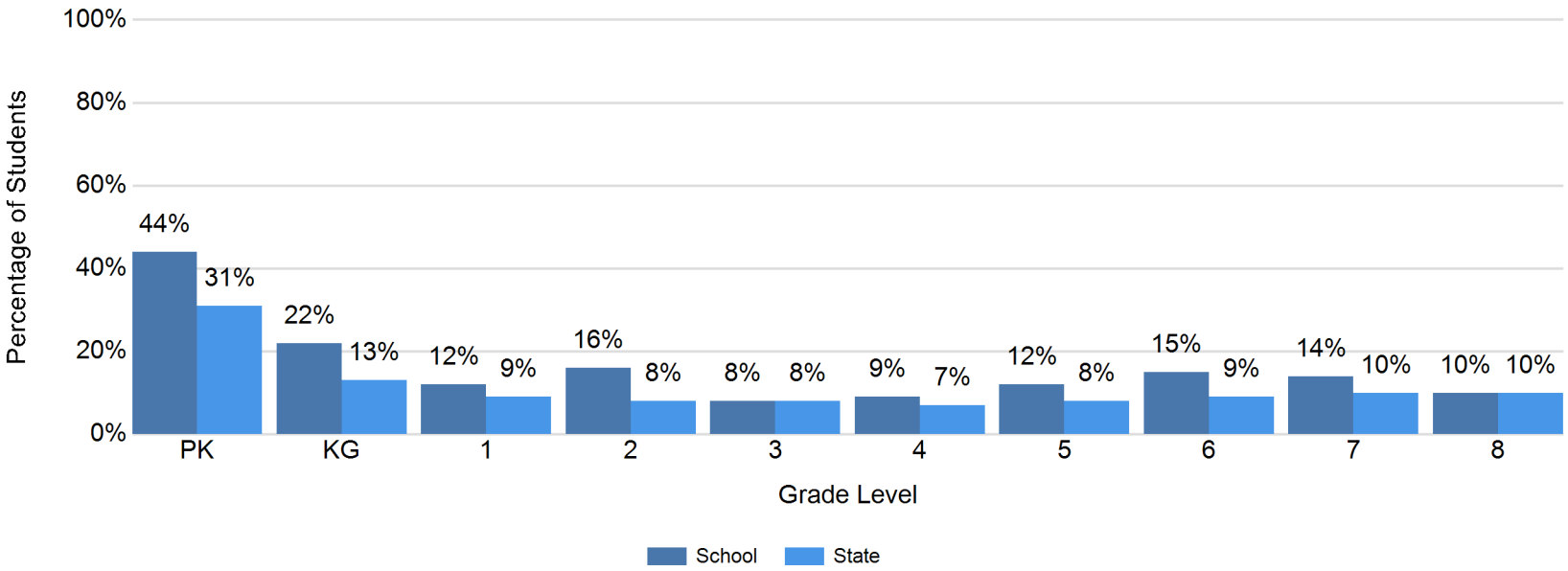
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.74

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	17	5	22
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
13

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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	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	6.9:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,148	$14,616	$15,764

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	60	117,464
Average years experience in public schools	7.1	12.0
Average years experience in district	7.1	10.7
Teachers in district for 4 or more years	55.0%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	232	9,374
Average years experience in public schools	17.8	16.0
Average years experience in district	17.6	12.0
Administrators in district for 4 or more years	93.1%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	204:1	121:1
Teachers to Administrators	15:1	9:1
Students to Librarians/Media Specialists		1224:1
Students to Nurses		587:1
Students to Counselors		414:1
Students to Child Study Team		303:1

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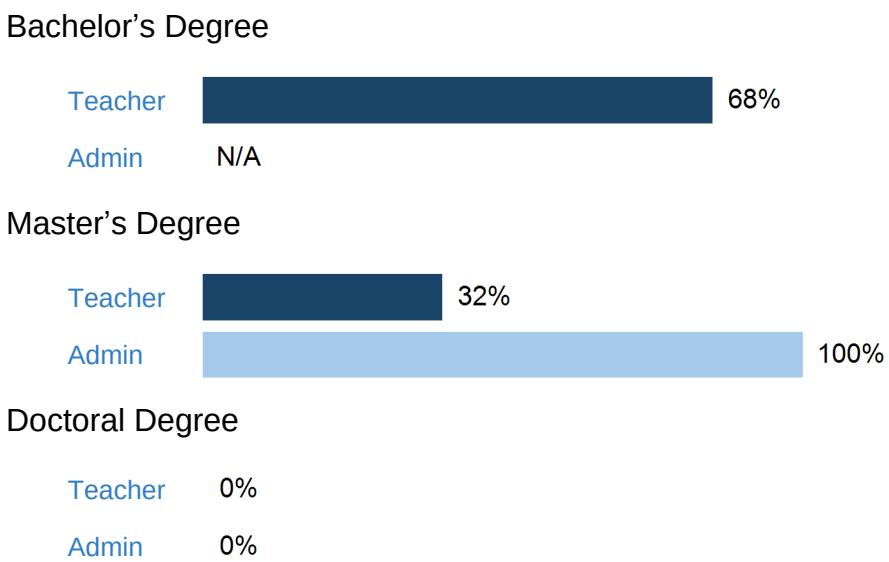
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	88.3%	90.2%
2016-17 Administrators: Same district 2017-18	86.5%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	94.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.3%	100.0%
Male	16.7%	0.0%
White	46.7%	25.0%
Hispanic	33.3%	50.0%
Black or African American	13.3%	25.0%
Asian	3.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	3.3%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	21.68	15.0%
Mathematics Proficiency	20.50	15.0%
English Language Arts Growth	60.07	20.0%
Mathematics Growth	45.16	20.0%
Progress Towards English Language Proficiency	51.70	20.0%
Chronic Absenteeism	21.28	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	39.84	n/a
Summative Rating: Percentile Rank of Summative Score	32.64	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	46.84	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	60.33	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	58.52	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	23.07	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	52.51	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 24
(31-4010-270)
Grades Offered: PK-08
2017-2018

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

School Narrative

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

Highlights:	• School 24 is a School Choice school and Home to the Academy of Fine and Performing Arts • 2018 TDB NIT Basketball Champions and 2018 Middle School Soccer League Champions • Award winning students in the National Spanish Exam
Mission, Vision, Theme:	Mission: As a collaborative learning community, we will ensure a quality education for every child by meeting the needs of diverse learners, fostering a collaborative classroom community and guiding our students to become accountable for their own learning. Vision: We will instill a love and passion for learning that will empower our students to become lifelong learners.
Awards, Recognition, Accomplishments:	National Spanish Exam gold, silver, and bronze winners, 2018 Two 8th grade groups won 3rd place in the District Science Expo for Science Inquiry and Innovation at William Paterson University.

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Courses, Curriculum, Instruction:	School 24 and the Fine and Performing Arts Academy follows the Paterson Public School District curriculum focusing on core academic subjects and special area subjects. School 24 offers Algebra in 8th grade to qualifying students. In addition to core academic classes, The Fine and Performing Arts Academy offers Dance, Chorus, Instrumental Music, Drama, and Piano to the Academy students.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls)
Clubs and Activities:	Clubs at School 24 include: Student Government, National Junior Honor Society, Art Club, Dance Club, Drama Club, and Spanish Club. School 24 also has a recognized instrumental band. School 24's 7th and 8th grade students participated in National History day. Other Activities include: Celebrations to honor Hispanic Heritage Month, Black History Month, 50 Book Club, Family Literacy Night, and Week of Respect to name a few.

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Before and After School Programs:	Focus 21- After school program to increase students' readiness for students in grades 3-8. Arts in Residency Program- After school program providing fine arts and performing arts instruction to elementary and middle school students.
Staff and Professional Learning:	All staff members participate in professional development relevant to their content area and perfecting their craft. Teachers engage in peer to peer, whole group, and collaborative group professional development opportunities during grade level meetings and Data PLC's, as well as, at the district level. Furthermore, School 24 also provides specialized professional development to build staff capacity in the areas identified by school goals.

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Climate Surveys:	The school Climate and Culture Survey is given to all stakeholders from the New Jersey Department of Education.
Facilities:	Year constructed: 1909/Renovated 2001, 107yrs old, 100,800sqft. Building is fully air conditioned. Renovation: New Boilers Installed and New warranteed roof with Solar Panels Installed on Roof…New CHP (Cogenerator System) installed

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Other Information:	School 24 and the Academy of Fine and Performing Arts is a PreK-8 building. The building runs on a 6-day cycle. During the six-day cycle, equity is given to all classes to effectively maximize instructional time and ensure academic growth in all subject areas. School 24 is equipped with Smart Boards in classrooms and desktop computers. The school also has two computer labs as well as laptop and IPad carts for students to use. Students at School 24 and the Academy of Fine and Performing Arts use Google Docs and other online platforms to increase collaboration and efficiency with technology.