NJ SCHOOL PERFORMANCE REPORT

SCHOOL 26
(31-4010-290)
Grades Offered: KG-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	PASSAIC
District	PATERSON CITY
Principal Name	MS. GLOVER
Address	1 EAST 32ND STREET PATERSON, NJ 07514
Phone Number	(973)321-0260
Email Address	CGLOVER@PATERSON.K12.NJ.US
Website	https://ps26-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
KG	80	63	49
1	58	72	45
2	64	50	65
3	70	68	52
4	55	67	71
5	79	63	62
6	62	71	62
7	60	60	65
8	60	56	54
Total	588	570	525

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	50.9%	51.2%	50.7%
Male	49.1%	48.8%	49.3%
Economically Disadvantaged Students	61.7%	71.1%	62.3%
Students with Disabilities	13.4%	13.0%	13.7%
English Learners	8.8%	9.8%	14.7%
Homeless Students		0.5%	1.3%
Students in Foster Care		0.4%	0.6%
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	0.2%	0.2%	0.8%
Hispanic	57.3%	53.9%	54.5%
Black or African American	42.3%	45.6%	44.6%
Asian	0.2%	0.4%	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	0.0%	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
KG - Half Day	0	0	0
KG - Full Day	80	63	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	59.4%
Spanish	37.3%
Creoles and pidgins, French-based	1.0%
Other Languages	2.3%

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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	45	51	50	Met Standard	52	47	50	Met Standard
White	*	54	50	**	*	53	51	**
Hispanic	44	51	49	Met Standard	56.5	48	48	Met Standard
Black or African American	46	45	44	Met Standard	49	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	67	61	**	N	55	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	44	51	48	Met Standard	52.5	47	47	Met Standard
Students with Disabilities	36	39	41	Not Met	26	35	43	Not Met
English Learners	44	52	54	Met Standard	42	53	51	Met Standard

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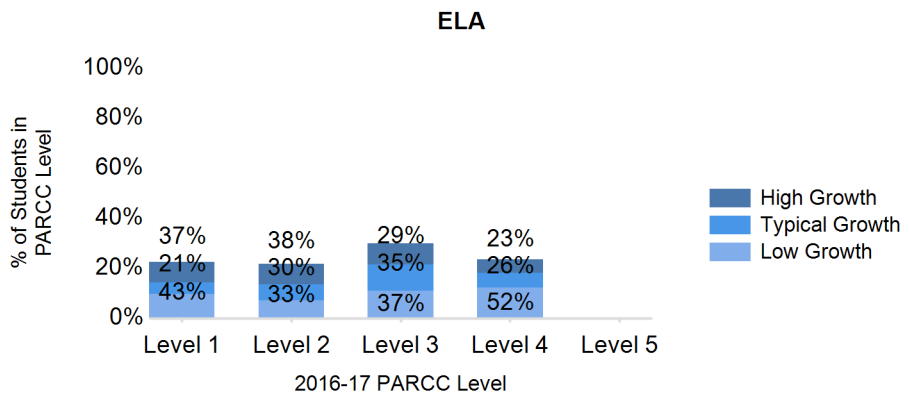
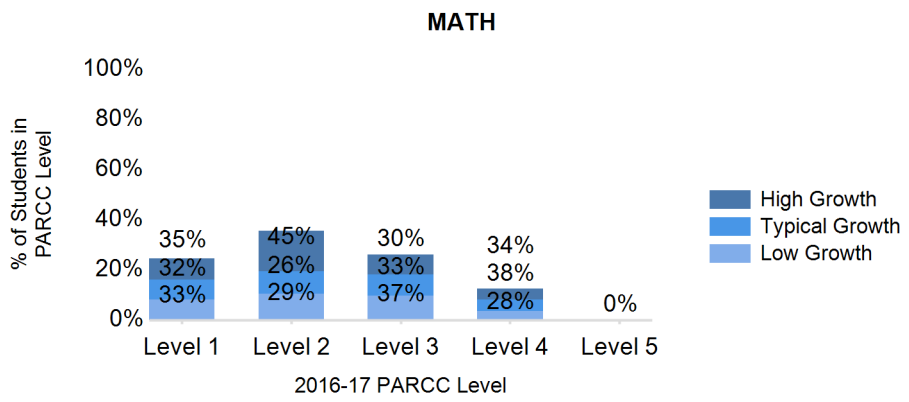
Student Growth by Performance Level

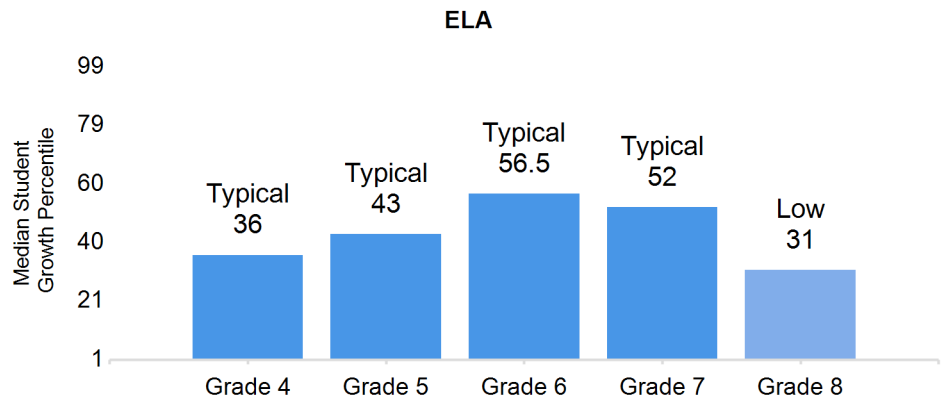
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

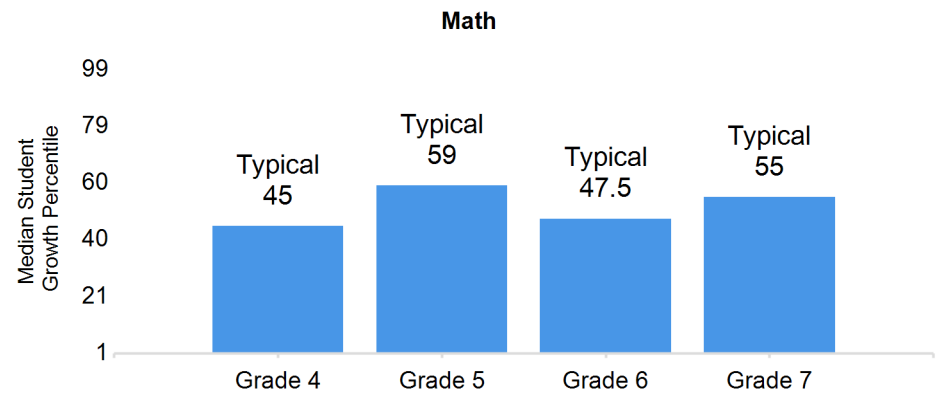




Student Growth by Grade

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	338	99.2	29.3	29.3	56.7	29.3	36	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	181	99.5	33.2	28.4	42.5	33.2	35.7	Met Target†
Black or African American	*	*	*	24.4	37.3	*	36.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	51.4	82.3	N	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	173	99.4	36.9	35.4	64.5	36.9		
Male	165	98.9	21.2	23.4	49.4	21.2		
Economically Disadvantaged Students	193	99.0	27.5	29.4	38.5	27.5	36.3	Not Met
Non-Economically Disadvantaged Students	145	99.3	31.7	28.7	67.5	31.7		
Students with Disabilities	66	100.0	10.6	10.0	21.6	10.6	14.2	Met Target†
Students without Disabilities	272	99.0	33.8	32.9	63.9	33.8		
English Learners	54	96.6	20.4	16.7	27.3	20.4	10.5	Met Target
Non-English Learners	284	99.7	31.0	34.4	59.4	31.0		
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	46	726	722	750	*	*	*	30%	0%	30%	52%
White	N	N	732	759	N	N	N	N	N	N	61%
Hispanic	18	727	720	736	*	*	*	*	*	33%	38%
Black or African American	28	725	721	733	*	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	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	22	717	*	756	*	*	*	*	*	27%	57%
Male	24	734	717	744	*	*	*	*	*	33%	46%
Economically Disadvantaged Students	26	727	721	733	*	*	*	*	*	27%	34%
Non-Economically Disadvantaged Students	20	725	729	762	*	*	*	*	*	35%	64%
Students with Disabilities	*	*	690	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	726	756	*	*	*	*	*	*	57%
English Learners	*	*	696	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	728	753	*	*	*	*	*	*	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	70	726	732	756	21%	23%	29%	*	*	27%	58%
White	N	N	733	764	N	N	N	N	N	N	68%
Hispanic	40	731	731	744	*	*	33%	*	*	33%	44%
Black or African American	30	720	728	739	*	*	*	*	*	20%	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	34	727	738	762	*	*	*	*	*	29%	63%
Male	36	725	727	751	*	*	*	*	*	25%	53%
Economically Disadvantaged Students	46	725	732	740	*	*	22%	*	*	28%	40%
Non-Economically Disadvantaged Students	24	729	736	767	*	*	42%	*	*	25%	70%
Students with Disabilities	10	716	705	726	*	*	0%	*	*	40%	25%
Students without Disabilities	60	728	736	762	*	*	33%	*	*	25%	64%
English Learners	*	*	704	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	759	*	*	*	*	*	*	61%
Homeless Students	N	N	728	729	N	N	N	N	N	N	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	59	729	733	755	25%	*	39%	*	*	22%	58%
White	*	*	737	763	*	*	*	*	*	*	68%
Hispanic	42	727	731	743	29%	*	40%	*	*	19%	43%
Black or African American	*	*	729	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	762	780	N	N	N	N	N	N	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	30	740	740	762	*	*	*	*	*	*	66%
Male	29	717	726	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	30	726	733	739	*	*	37%	*	*	17%	39%
Non-Economically Disadvantaged Students	29	732	732	766	*	*	41%	*	*	28%	71%
Students with Disabilities	10	685	702	724	*	*	*	*	*	*	22%
Students without Disabilities	49	738	738	762	*	*	*	*	*	*	65%
English Learners	*	*	701	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	737	757	*	*	*	*	*	*	60%
Homeless Students	*	*	724	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	736	732	754	*	30%	33%	*	*	26%	56%
White	N	N	*	761	N	N	N	N	N	N	66%
Hispanic	31	744	732	742	*	*	32%	*	*	35%	42%
Black or African American	26	726	727	737	*	*	*	*	*	15%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	779	N	N	N	N	N	N	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	24	741	*	761	*	*	*	*	*	42%	64%
Male	33	732	*	748	*	*	*	*	*	15%	48%
Economically Disadvantaged Students	30	736	732	739	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	27	736	734	764	*	*	*	*	*	26%	68%
Students with Disabilities	14	709	707	723	*	*	*	*	*	*	18%
Students without Disabilities	43	744	737	760	*	*	*	*	*	*	63%
English Learners	*	*	701	712	*	*	*	*	*	*	*
Non-English Learners	*	*	737	755	*	*	*	*	*	*	*
Homeless Students	N	N	727	729	N	N	N	N	N	N	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	62	735	737	760	*	27%	26%	*	*	34%	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	34	732	737	746	*	*	*	*	*	32%	49%
Black or African American	28	739	731	740	*	*	*	*	*	36%	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	35	745	*	769	*	*	*	*	*	46%	72%
Male	27	723	*	752	*	*	*	*	*	19%	54%
Economically Disadvantaged Students	37	729	737	742	*	*	*	*	*	30%	44%
Non-Economically Disadvantaged Students	25	744	738	771	*	*	*	*	*	40%	73%
Students with Disabilities	14	710	704	721	*	*	*	*	*	*	22%
Students without Disabilities	48	743	744	768	*	*	*	*	*	*	71%
English Learners	*	*	694	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	743	762	*	*	*	*	*	*	64%
Homeless Students	*	*	730	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 26
(31-4010-290)
Grades Offered: KG-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	729	734	759	*	*	28%	32%	0%	32%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	21	740	*	744	*	*	*	48%	0%	48%	45%
Black or African American	32	722	727	739	31%	*	*	*	*	22%	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	N	N	*	766	N	N	N	N	N	N	66%
Female	32	736	*	768	*	*	*	*	*	34%	69%
Male	21	718	*	751	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	31	729	734	740	*	*	*	*	*	32%	42%
Non-Economically Disadvantaged Students	22	729	735	769	*	*	*	*	*	32%	71%
Students with Disabilities	*	*	701	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	740	766	*	*	*	*	*	*	68%
English Learners	*	*	697	703	*	*	*	*	*	*	*
Non-English Learners	*	*	742	761	*	*	*	*	*	*	*
Homeless Students	N	N	707	727	N	N	N	N	N	N	27%
Students in Foster Care	*	*	727	726	*	*	*	*	*	*	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 26
(31-4010-290)
Grades Offered: KG-08
2017-2018

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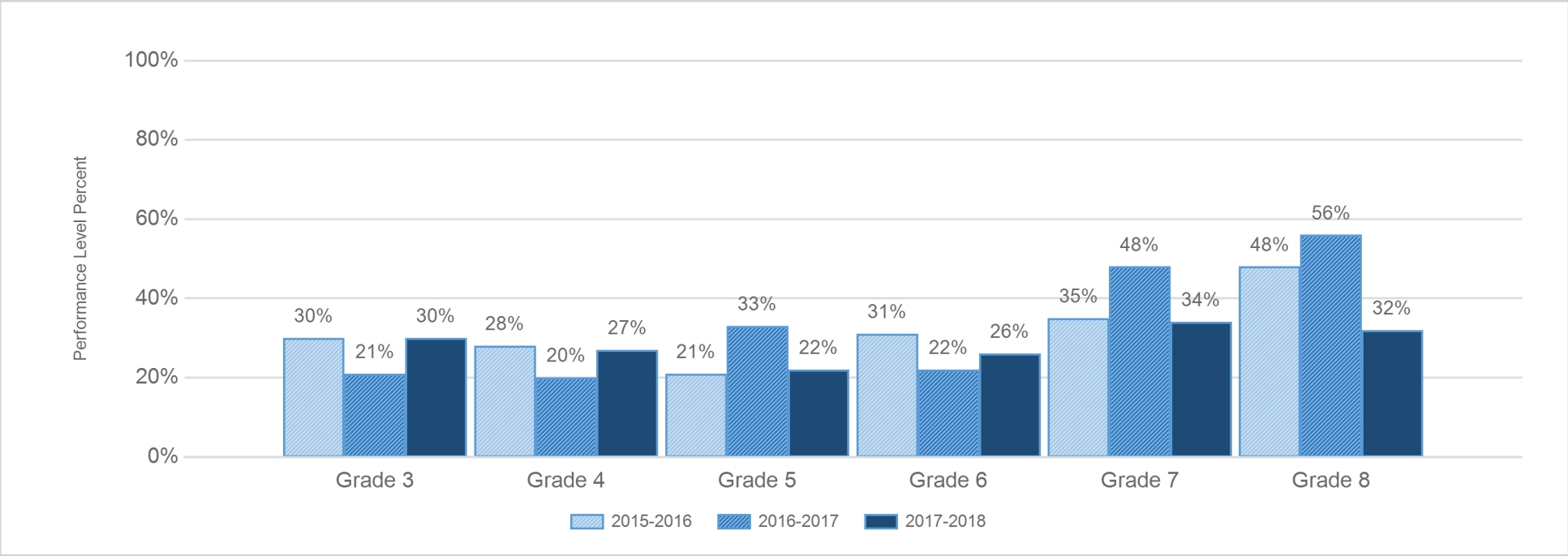
English Language Arts/Literacy Assessment - Performance Trends

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.



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SCHOOL 26
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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	347	99.2	19.4	19.0	45.0	19.4	26.8	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	187	99.0	23.5	18.0	29.2	23.5	29.8	Not Met
Black or African American	*	*	*	13.2	23.4	*	22.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	40.8	77.0	N	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	178	100.0	19.6	19.5	46.0	19.6		
Male	169	98.3	19.0	18.4	43.9	19.0		
Economically Disadvantaged Students	200	99.5	15.0	19.3	26.6	15.0	27	Not Met
Non-Economically Disadvantaged Students	147	98.7	25.1	17.7	55.9	25.1		
Students with Disabilities	66	100.0	*	*	17.1	*	14.2	Not Met
Students without Disabilities	281	99.0	*	*	50.5	*		
English Learners	63	98.6	15.9	12.8	24.6	15.9	15.5	Met Target
Non-English Learners	284	99.3	20.1	21.6	46.9	20.1		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	*	*	*	*	23.7	*		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 26
(31-4010-290)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	719	727	752	23%	40%	*	*	*	19%	53%
White	*	*	740	760	*	*	*	*	*	*	64%
Hispanic	*	*	726	739	*	*	*	*	*	*	38%
Black or African American	28	724	723	734	*	43%	*	*	*	21%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	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	23	715	*	752	*	*	*	*	*	17%	53%
Male	25	723	726	751	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	28	719	727	736	*	*	*	*	*	18%	35%
Non-Economically Disadvantaged Students	20	720	729	762	*	*	*	*	*	20%	66%
Students with Disabilities	*	*	704	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	730	756	*	*	*	*	*	*	57%
English Learners	*	*	715	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	731	754	*	*	*	*	*	*	56%
Homeless Students	N	N	700	723	N	N	N	N	N	N	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	72	721	727	748	22%	32%	29%	17%	0%	17%	49%
White	N	N	731	755	N	N	N	N	N	N	60%
Hispanic	42	728	727	737	*	26%	36%	*	*	24%	34%
Black or African American	30	711	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	35	720	728	748	*	*	*	*	*	11%	50%
Male	37	722	726	748	*	*	*	*	*	22%	49%
Economically Disadvantaged Students	48	721	727	733	*	*	*	*	*	15%	30%
Non-Economically Disadvantaged Students	24	721	727	758	*	*	*	*	*	21%	62%
Students with Disabilities	10	709	702	725	*	0%	*	*	*	20%	22%
Students without Disabilities	62	723	731	753	*	37%	*	*	*	16%	55%
English Learners	*	*	712	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	731	750	*	*	*	*	*	*	52%
Homeless Students	N	N	706	722	N	N	N	N	N	N	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	*	*	*	731	*	*	*	*	*	*	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	59	725	727	748	25%	22%	31%	*	*	22%	49%
White	*	*	733	756	*	*	*	*	*	*	60%
Hispanic	42	726	726	736	26%	*	29%	*	*	26%	32%
Black or African American	*	*	720	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	753	777	N	N	N	N	N	N	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	31	730	*	749	*	*	*	*	*	23%	50%
Male	28	719	*	747	*	*	*	*	*	21%	48%
Economically Disadvantaged Students	30	720	728	733	*	*	*	*	*	13%	29%
Non-Economically Disadvantaged Students	29	730	724	758	*	*	*	*	*	31%	62%
Students with Disabilities	10	681	704	726	*	*	*	*	*	*	20%
Students without Disabilities	49	734	731	752	*	*	*	*	*	*	55%
English Learners	*	*	709	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	730	750	*	*	*	*	*	*	51%
Homeless Students	*	*	719	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	723	724	744	28%	18%	33%	20%	0%	20%	44%
White	N	N	*	751	N	N	N	N	N	N	54%
Hispanic	33	729	723	731	*	*	33%	*	*	27%	27%
Black or African American	27	716	715	726	*	*	*	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	743	771	N	N	N	N	N	N	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	26	731	726	745	*	*	*	*	*	27%	45%
Male	34	718	721	742	*	*	*	*	*	15%	42%
Economically Disadvantaged Students	32	721	723	729	*	*	31%	*	*	13%	24%
Non-Economically Disadvantaged Students	28	727	724	753	*	*	36%	*	*	29%	56%
Students with Disabilities	14	694	700	717	*	*	*	*	*	*	13%
Students without Disabilities	46	732	728	748	*	*	*	*	*	*	49%
English Learners	*	*	705	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	N	N	705	718	N	N	N	N	N	N	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	*	*	*	717	*	*	*	*	*	*	18%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	724	724	743	*	45%	31%	*	*	12%	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	37	726	724	732	*	46%	27%	*	*	16%	27%
Black or African American	28	723	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	37	726	726	745	*	*	*	*	*	*	45%
Male	28	723	722	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	40	721	724	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	25	730	725	751	*	*	*	*	*	*	55%
Students with Disabilities	14	709	704	717	*	*	*	*	*	*	12%
Students without Disabilities	51	729	728	748	*	*	*	*	*	*	50%
English Learners	*	*	711	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	727	744	*	*	*	*	*	*	45%
Homeless Students	*	*	714	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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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	39	701	710	728	*	*	*	*	*	*	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	14	713	710	722	*	*	*	*	*	*	22%
Black or African American	25	694	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	N	N	*	729	N	N	N	N	N	N	28%
Female	22	703	712	731	*	*	*	*	*	*	31%
Male	17	698	707	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	22	702	710	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	17	699	709	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	691	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	714	735	*	*	*	*	*	*	*
English Learners	*	*	704	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	712	729	*	*	*	*	*	*	29%
Homeless Students	N	N	702	708	N	N	N	N	N	N	13%
Students in Foster Care	*	*	708	708	*	*	*	*	*	*	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	17	755	719	746	0%	*	*	71%	0%	71%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	*	*	718	730	*	*	*	*	*	*	27%
Black or African American	*	*	713	727	*	*	*	*	*	*	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	17	755	723	752	0%	*	*	71%	0%	71%	52%
English Learners	N	N	704	710	N	N	N	N	N	N	*
Non-English Learners	17	755	724	749	0%	*	*	71%	0%	71%	*
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 26
(31-4010-290)
Grades Offered: KG-08
2017-2018

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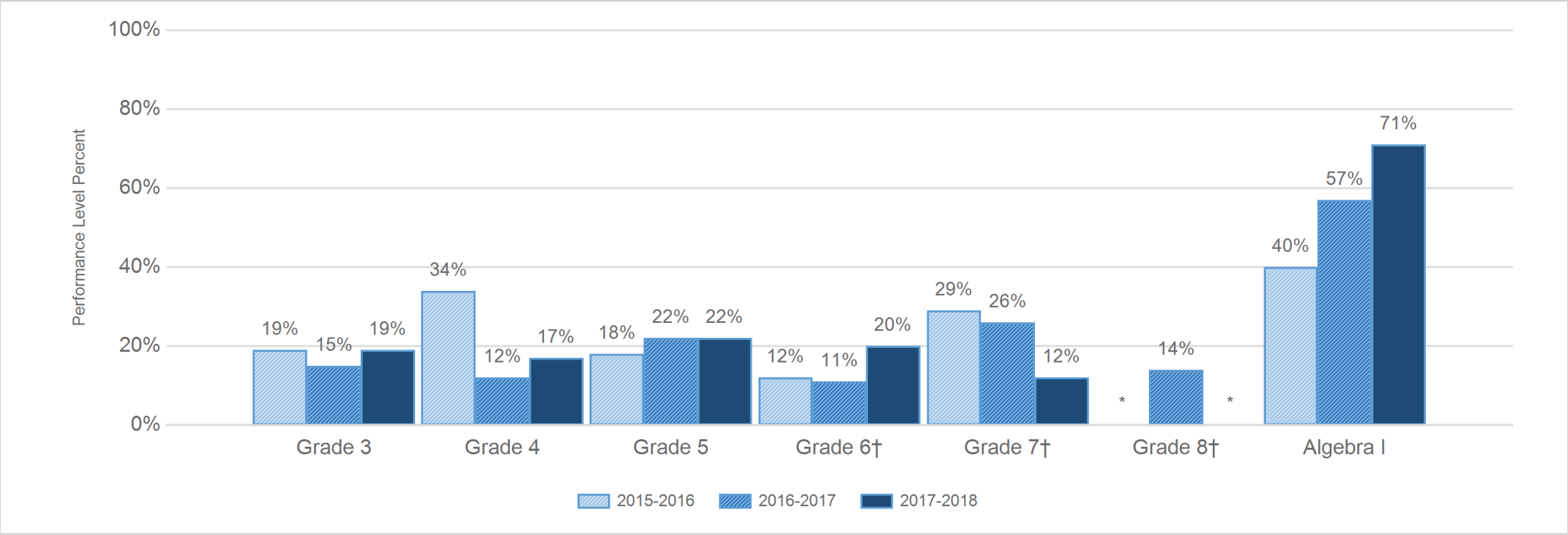
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: KG-08
2017-2018

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	N	N
6	*	*
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	50.0%	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	40	*	*
3-4	28	89.3%	10.7%
5 or more	*	*	*

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2017-2018

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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	65
7	0	0	66
8	18	0	39
Total	18	0	170

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	1	0	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	1	0	0	0	0	0	0

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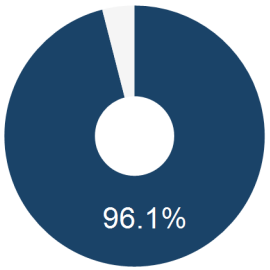
Visual and Performing Arts – Course Participation

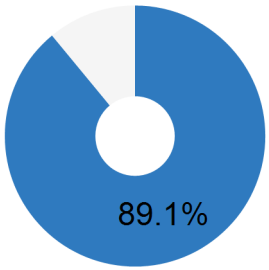
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

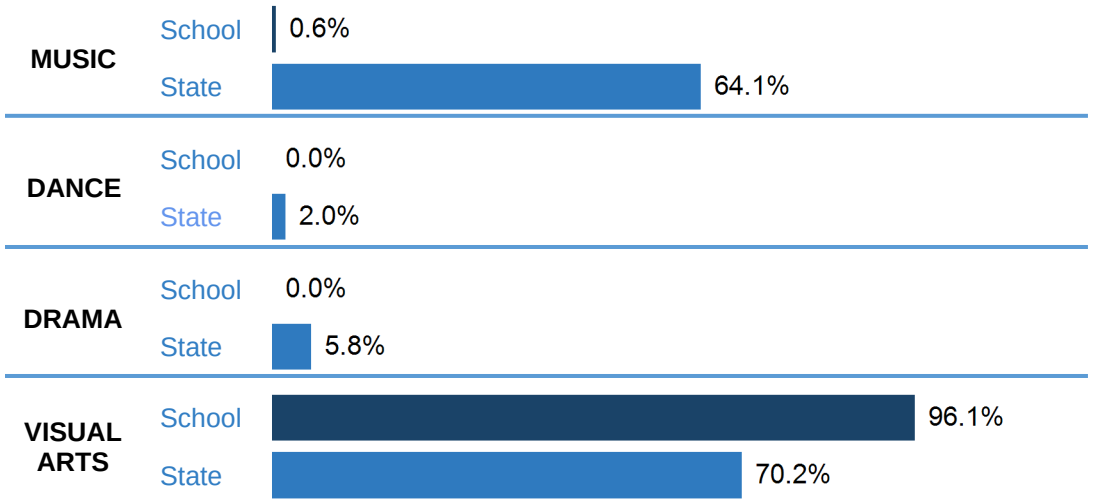


School



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.

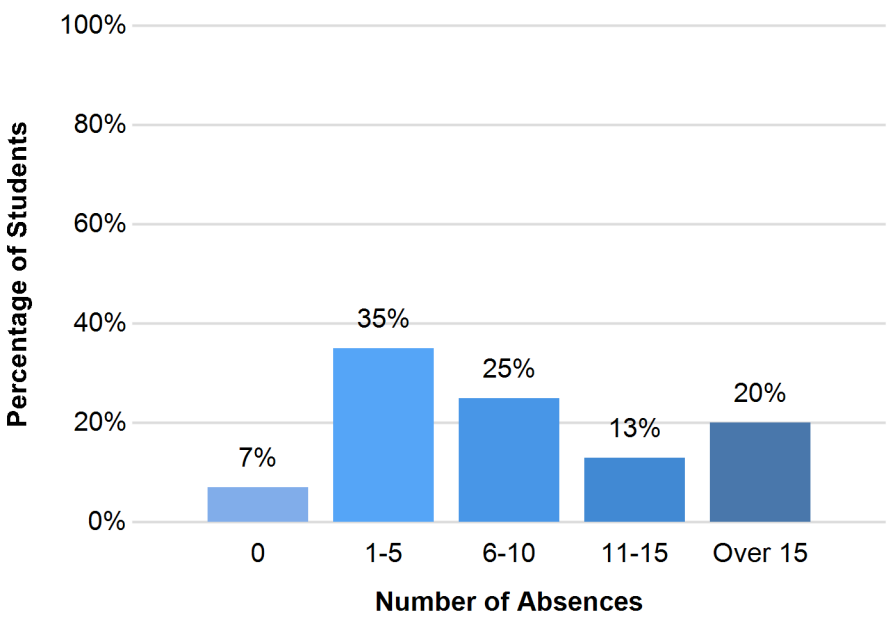
Chronic Absenteeism

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	97	18.5	9.1	Not Met
White	*	*	**	**
Hispanic	43	14.9	9.1	Not Met
Black or African American	54	23.5	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	74	22.5	9.1	Not Met
Students with Disabilities	21	26.9	9.1	Not Met
English Learners	13	17.1	9.1	Not 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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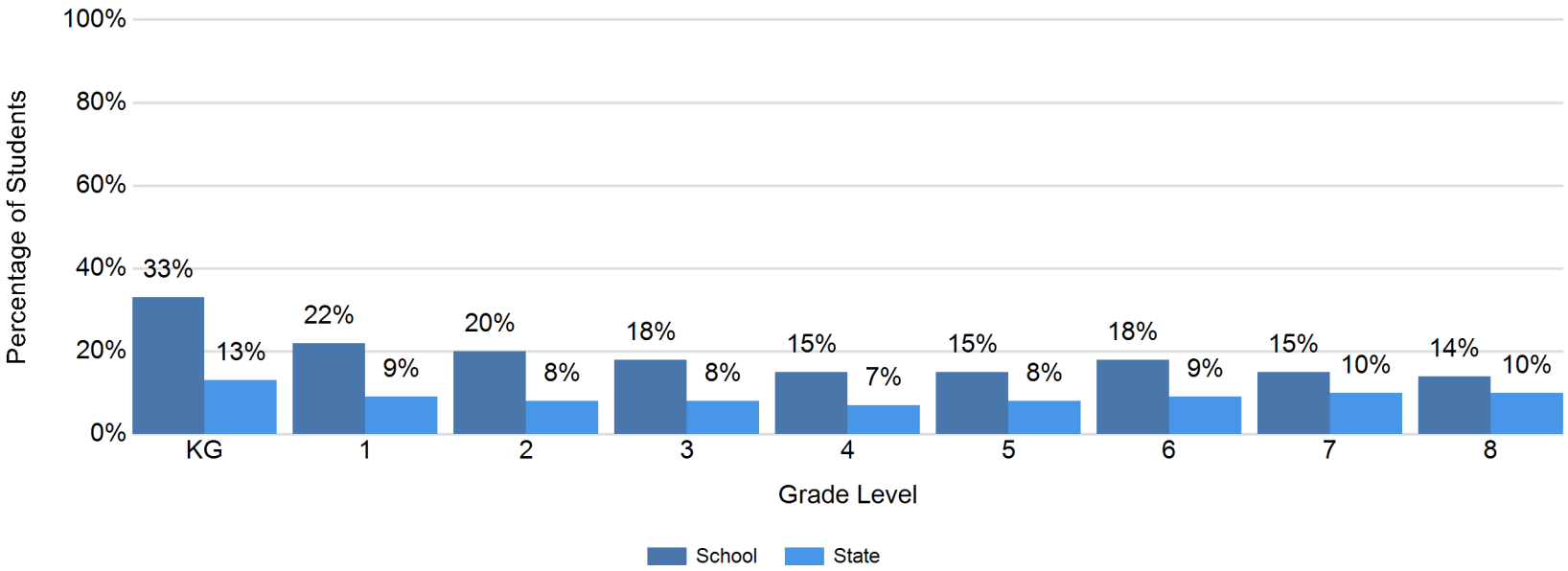
Chronic Absenteeism by Grade

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	4
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.14

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	2	3
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
12

NJ SCHOOL PERFORMANCE REPORT

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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	3.2:1

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	39	117,464
Average years experience in public schools	11.8	12.0
Average years experience in district	11.8	10.7
Teachers in district for 4 or more years	64.1%	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	13:1	14:1
Students to Administrators	131:1	121:1
Teachers to Administrators	10:1	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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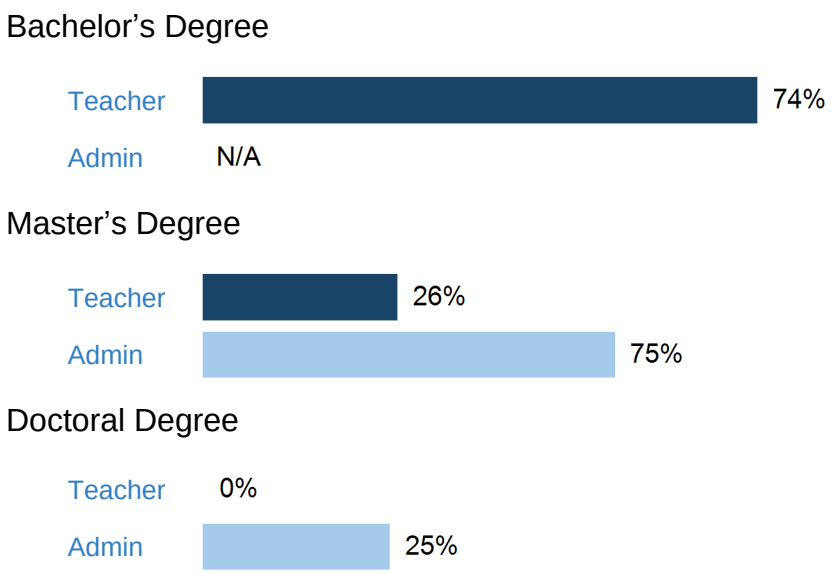
Teachers and Administrators - Level of Education

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	92.9%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	87.2%	75.0%
Male	12.8%	25.0%
White	43.6%	0.0%
Hispanic	15.4%	50.0%
Black or African American	38.5%	50.0%
Asian	2.6%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	11.37	15.0%
Mathematics Proficiency	9.30	15.0%
English Language Arts Growth	30.45	20.0%
Mathematics Growth	48.31	20.0%
Progress Towards English Language Proficiency	40.43	20.0%
Chronic Absenteeism	8.03	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	27.74	n/a
Summative Rating: Percentile Rank of Summative Score	15.76	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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	38.38	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	41.03	14.08	No	Not Met	Not Met	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	33.80	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	17.13	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	28.90	14.08	No	Met Target	Met Target	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).

NJ SCHOOL PERFORMANCE REPORT

SCHOOL 26
(31-4010-290)
Grades Offered: KG-08
2017-2018

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

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:	• Paterson Public School Number 26 offers a wide range of comprehensive educational programs serving a diversified population of 527 students. • Students participate in a district wide showcase, which highlighted their ability to apply scientific knowledge, analytical thinking, and innovation to projects as a demonstration of their learning.
Mission, Vision, Theme:	The school vision is to create and maintain a safe environment where every student has opportunities to thrive and be successful. The school mission is to empower students to become independent thinkers and learners by fostering relationships which unveils and cultivates student's potential leading them to future success.
Awards, Recognition, Accomplishments:	Paterson Public School 26 participated in the District's Annual STEM Expo. Our showing in the district Social Studies competition proved commendable and valiant efforts. School 26 also met the challenge in the Middle School Kindness challenge for Kind Schools recognizing efforts towards spreading kindness throughout the school and the community. Teachers are committed to applying for and winning grants through collaborative efforts with programs such as Donors Choose, Tools For School and state wide Fuel My School competition.

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Courses, Curriculum, Instruction:	The structure of this kindergarten through eighth grade school is formatted in two ways. Kindergarten, first and second grade classes are self-contained. Classes in grades three through eight are departmentalize in all academic courses. Supplemental instruction is provided with in-class support in key literacy and math areas. In an effort to provide strong avenues for excellence, additional program, Algebra program, qualified eighth grade are offered to enrich the academic experience.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls)
Clubs and Activities:	Education extends into all aspects of students' experiences at School Number 26 by participation in the Art Fair, Performing Arts Programs (Paterson Music Project & Metropolitan Opera Program) quarterly academic recognition ceremonies, district-wide Spelling Bee, Girls Scouts STEM program and field trips. Competitive participation is developed through the award-winning cheerleading, basketball programs, Geography Quiz Bowl, Math Olympiad and city-wide poetry contest for middle grade students.

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Before and After School Programs:	Students' grades 5-8 are invited to participate in the afterschool program sponsored by the Paterson Boys and Girls Club. This program offers homework support, performing arts and physical education activities for students to enjoy. The academic test preparation afterschool program targeting language arts and mathematic skills is offered to students in grades three through eight. Students participating in this program strengthen skills through project based activities and skill driven tasks.
Staff and Professional Learning:	Communication among the various members of the educational community is a vital part of the school's success. Interdepartmental vertical articulation among grade levels is made possible through weekly math and language arts literacy meetings. Grade level planning time, cross-curricular meetings, workshops, and faculty/staff meetings ensure that common goals for the success of all children are met.

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Student Supports and Services:	Students in need of supplemental instruction are provided with in-class support as well as intervention in key literacy and math areas. Full-time instructors work within the Special Education department, Bi-Lingual department, and the English Language Learners programs, all of which support the school's inclusion format. In an effort to provide strong avenues for excellence, additional program, Algebra program, qualified eight grade students are offered to enrich the academic experience.
Student Health and Wellness:	All students are invited to participate in the free Breakfast – in-the-Classroom and lunch programs. Classes throughout the building enjoy the required special subject physical education. Additional physical activity and learning through play opportunities are offered during daily 20 minute recess. Students enjoy this time on the playground and the newly built jungle gym acquired through collaborative efforts of school faculty members and community programs namely Alexandra's Playground and NJCDC.
Parent and Community Involvement:	The school community is comprised of students, staff, families, local government, and businesses. Families are afforded an opportunity to see education in progress on Parent Visitation Day and are invited to attend Back to School Night, Report Card night, and scheduled conferences. Local businesses support the school through donating time, materials and service.

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Facilities:	Students and faculty enjoy the use of the school facility i.e. science lab, computer lab, library, auditorium, art room, gymnasium, outdoor basketball court, and on site fresh air jungle gym (ages 5-12), picnic area and herb garden. Year constructed: 1952, 64yrs old, 99,798sqft. Renovation:New warrantied roof with Solar Panels Installed on Roof