NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
(13-2330-100)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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	ESSEX
District	IRVINGTON TOWNSHIP
Principal Name	MR. EVANS
Address	1324 SPRINGFIELD AVENUE IRVINGTON, NJ 07111-1916
Phone Number	(973)399-6861
Email Address	SEVANS@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/florence-avenue/
Twitter	https://twitter.com/IrvingtonPSD

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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	99	114	113
1	112	102	120
2	103	114	105
3	108	101	120
4	101	103	102
5	78	105	101
Total	601	639	661

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	52.1%	52.4%	51.0%
Male	47.9%	47.6%	49.0%
Economically Disadvantaged Students	92.3%	75.3%	77.3%
Students with Disabilities	3.0%	2.5%	2.7%
English Learners	31.3%	34.3%	31.8%
Homeless Students		0.0%	0.3%
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	0.0%	0.2%	0.2%
Hispanic	38.3%	37.6%	39.2%
Black or African American	60.2%	61.3%	59.5%
Asian	0.7%	0.3%	0.5%
Native Hawaiian or Pacific Islander	0.7%	0.3%	0.3%
American Indian or Alaska Native	0.2%	0.2%	0.3%
Two or More Races	0.0%	0.2%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	99	114	113

Enrollment by Home Language

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

Home Language	% of Students
Spanish	36.8%
English	35.9%
Haitian	23.8%
Creoles and pidgins, English based	1.1%
Other Languages	2.6%

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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	59	49	50	Met Standard	31	44	50	Not Met
White	N	*	50	**	N	*	51	**
Hispanic	62.5	53	49	Exceeds Standard	31	45	48	Not Met
Black or African American	54	47	44	Met Standard	31	44	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	64	61	**	*	76	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	56	48	48	Met Standard	31	45	47	Not Met
Students with Disabilities	45	36	41	**	62	35	43	**
English Learners	63	49	54	Exceeds Standard	31	37	51	Not Met

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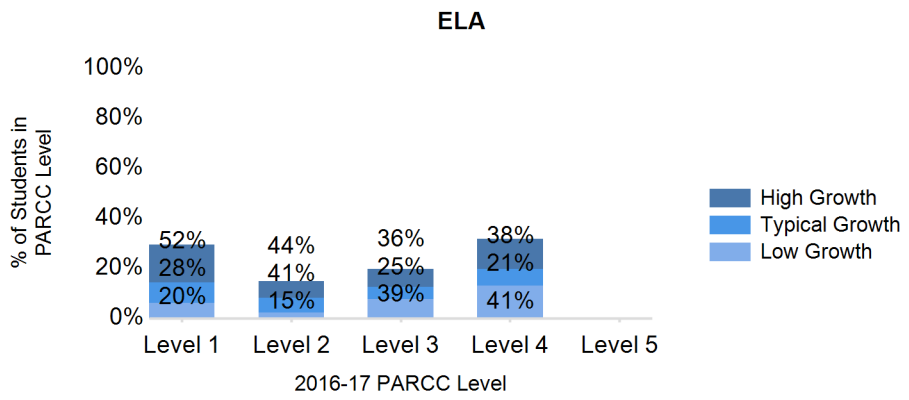
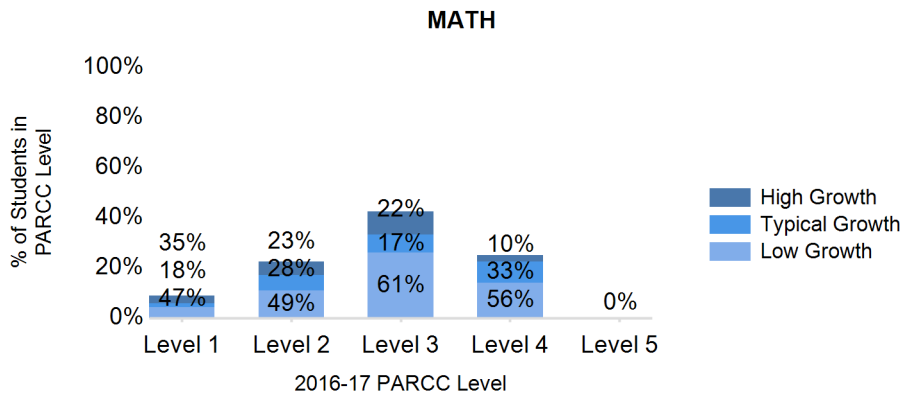
Student Growth by Performance Level

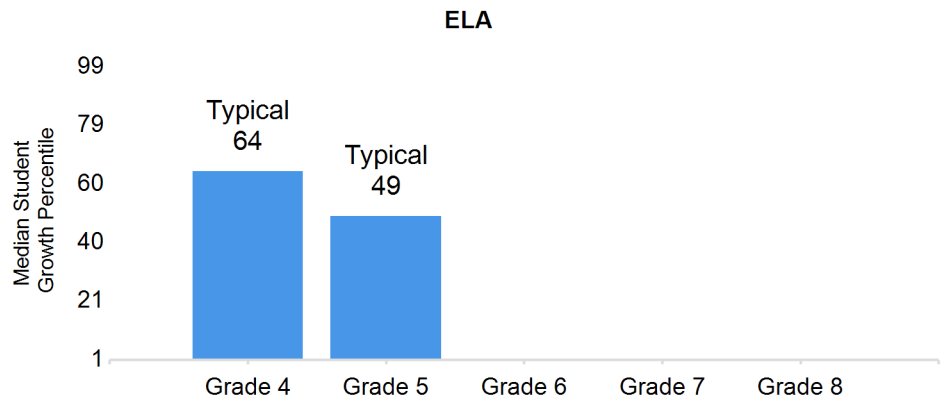
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

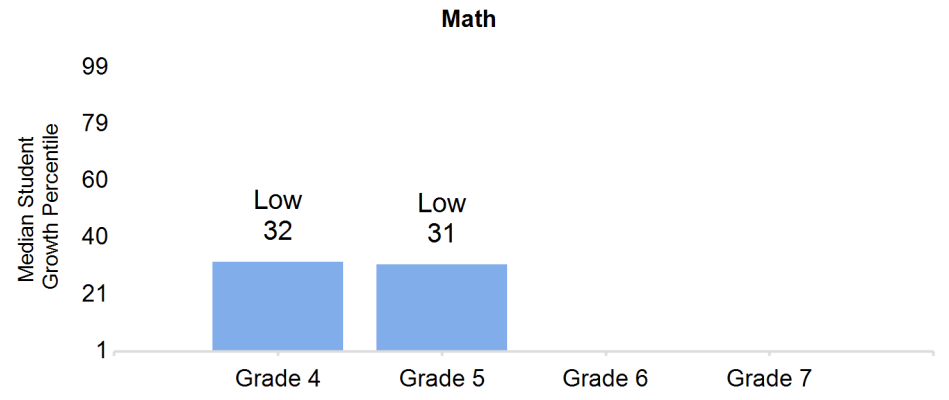




Student Growth by Grade

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	320	98.8	37.2	27.4	56.7	37.2	32.9	Met Target
White	N	N	N	*	65.6	N	**	**
Hispanic	122	100.0	36.1	27.1	42.5	36.1	30.5	Met Target
Black or African American	195	98.1	37.4	27.2	37.3	37.4	32.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.2	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	164	100.0	40.3	33.7	64.5	40.3		
Male	156	97.5	34.0	21.6	49.4	34.0		
Economically Disadvantaged Students	257	98.5	35.4	*	38.5	35.4	32.8	Met Target
Non-Economically Disadvantaged Students	63	100.0	44.4	*	67.5	44.4		
Students with Disabilities	26	96.4	*	*	21.6	*	N	N
Students without Disabilities	294	99.0	*	*	63.9	*		
English Learners	77	100.0	*	*	27.3	*	18.2	Not Met
Non-English Learners	243	98.4	*	*	59.4	*		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	13.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	721	721	750	32%	27%	16%	25%	0%	25%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	719	736	*	*	*	*	*	*	38%
Black or African American	75	725	721	733	23%	32%	19%	27%	0%	27%	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	N	758	N	N	N	N	N	N	58%
Female	55	728	725	756	*	*	*	33%	0%	33%	57%
Male	67	714	717	744	*	*	*	18%	0%	18%	46%
Economically Disadvantaged Students	98	719	721	733	*	*	*	*	*	23%	34%
Non-Economically Disadvantaged Students	24	726	724	762	*	*	*	*	*	29%	64%
Students with Disabilities	10	692	699	719	*	*	*	*	*	*	24%
Students without Disabilities	112	723	724	756	*	*	*	*	*	*	57%
English Learners	34	697	699	712	*	*	*	*	*	*	15%
Non-English Learners	88	730	726	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	100	740	731	756	16%	20%	23%	30%	11%	41%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	726	744	*	*	*	*	*	*	44%
Black or African American	61	744	731	739	*	20%	25%	*	*	43%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	49	739	733	762	*	*	27%	*	*	37%	63%
Male	51	741	728	751	*	*	20%	*	*	45%	53%
Economically Disadvantaged Students	73	739	731	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	27	745	730	767	*	*	*	*	*	48%	70%
Students with Disabilities	*	*	704	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	64%
English Learners	28	708	709	720	*	*	*	*	*	*	17%
Non-English Learners	72	753	735	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	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	*	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	105	741	729	755	*	30%	18%	*	*	46%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	*	*	733	743	*	*	*	*	*	*	43%
Black or African American	65	739	*	738	*	31%	18%	*	*	42%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	66	742	732	762	*	29%	*	*	*	47%	66%
Male	39	740	726	749	*	31%	*	*	*	44%	51%
Economically Disadvantaged Students	91	740	729	739	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	14	749	727	766	*	*	*	*	*	57%	71%
Students with Disabilities	*	*	701	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	733	762	*	*	*	*	*	*	65%
English Learners	15	719	708	712	*	*	*	*	*	20%	11%
Non-English Learners	90	745	732	757	*	*	*	*	*	50%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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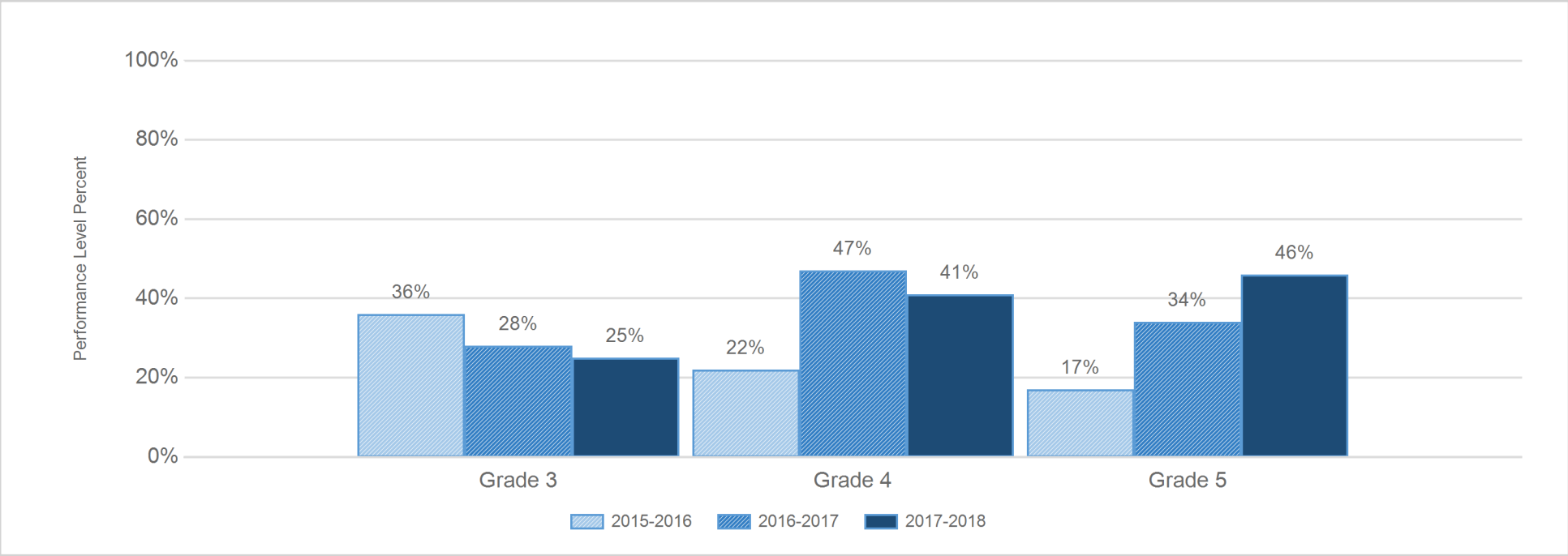
English Language Arts/Literacy Assessment - Performance Trends

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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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	327	98.6	26.0	*	45.0	26.0	32.8	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	124	100.0	21.7	15.2	29.2	21.7	30.5	Not Met
Black or African American	200	97.7	28.0	*	23.4	28.0	32.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	20.9	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	166	100.0	24.7	*	46.0	24.7		
Male	161	97.1	27.3	*	43.9	27.3		
Economically Disadvantaged Students	260	98.5	25.8	14.2	26.6	25.8	33.5	Not Met
Non-Economically Disadvantaged Students	67	98.6	26.9	13.0	55.9	26.9		
Students with Disabilities	26	96.6	15.4	*	17.1	15.4	N	N
Students without Disabilities	301	98.7	26.9	*	50.5	26.9		
English Learners	84	98.9	*	*	24.6	*	25.5	Not Met
Non-English Learners	243	98.4	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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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	127	729	728	752	19%	21%	30%	*	*	30%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	728	739	*	*	*	*	*	*	38%
Black or African American	78	730	727	734	18%	21%	32%	*	*	29%	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	N	757	N	N	N	N	N	N	59%
Female	56	736	728	752	*	25%	27%	*	*	36%	53%
Male	71	724	728	751	*	18%	32%	*	*	25%	53%
Economically Disadvantaged Students	102	729	728	736	*	*	*	*	*	28%	35%
Non-Economically Disadvantaged Students	25	730	726	762	*	*	*	*	*	36%	66%
Students with Disabilities	11	708	718	730	*	*	*	*	*	18%	29%
Students without Disabilities	116	732	729	756	*	*	*	*	*	31%	57%
English Learners	39	703	712	726	*	*	*	*	*	*	23%
Non-English Learners	88	741	732	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
(13-2330-100)
Grades Offered: KG-05
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

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	106	729	723	748	10%	30%	39%	*	*	21%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	723	737	*	*	*	*	*	*	34%
Black or African American	64	731	723	730	*	30%	36%	*	*	27%	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	52	729	723	748	*	27%	44%	*	*	15%	50%
Male	54	730	723	748	*	33%	33%	*	*	26%	49%
Economically Disadvantaged Students	77	728	724	733	*	*	40%	*	*	18%	30%
Non-Economically Disadvantaged Students	29	732	720	758	*	*	34%	*	*	28%	62%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	725	753	*	*	*	*	*	*	55%
English Learners	34	710	710	722	*	*	*	*	*	*	16%
Non-English Learners	72	739	726	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	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%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
(13-2330-100)
Grades Offered: KG-05
2017-2018

Report Key:
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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	107	725	717	748	18%	31%	28%	23%	0%	23%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	*	*	721	736	*	*	*	*	*	*	32%
Black or African American	67	723	*	730	22%	30%	24%	24%	0%	24%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	66	725	718	749	*	*	27%	21%	0%	21%	50%
Male	41	725	715	747	*	*	29%	27%	0%	27%	48%
Economically Disadvantaged Students	92	726	717	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	15	718	715	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	55%
English Learners	17	708	701	718	*	*	*	*	*	*	13%
Non-English Learners	90	728	719	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
(13-2330-100)
Grades Offered: KG-05
2017-2018

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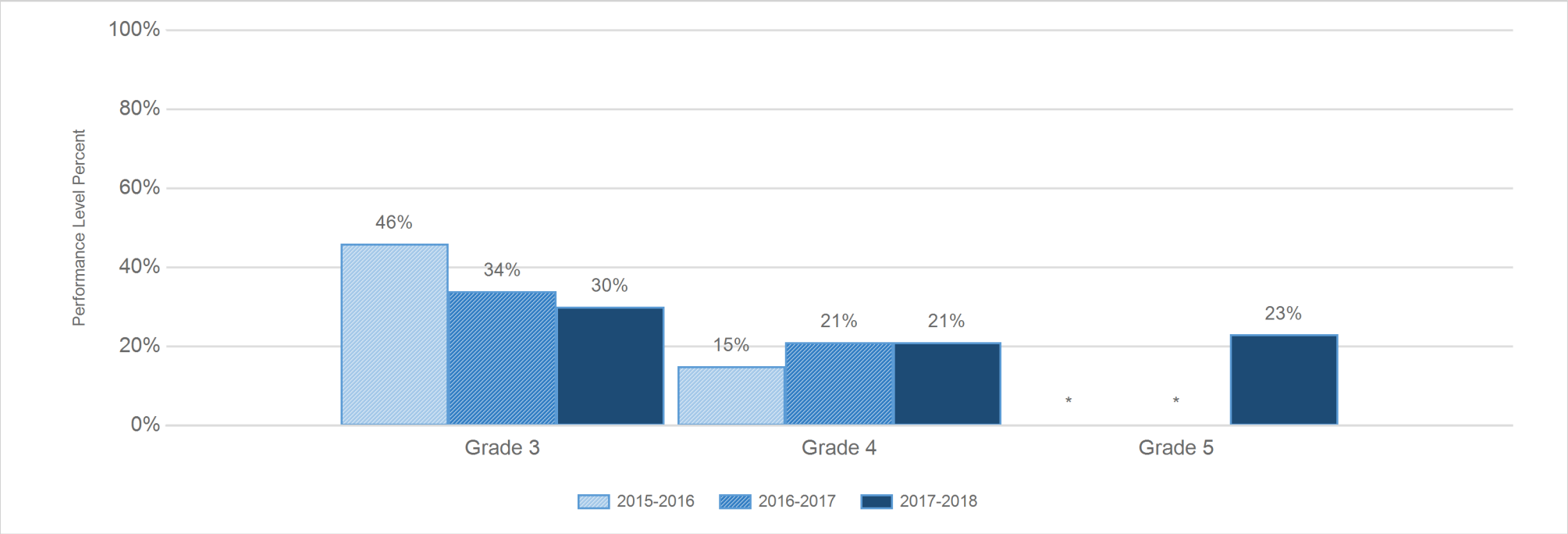
Mathematics Assessment – Performance Trends

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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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

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	64.7%	60.7%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	66	*	*
3-4	77	85.7%	14.3%
5 or more	62	*	*

NJ SCHOOL PERFORMANCE REPORT

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(13-2330-100)
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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.

NJ SCHOOL PERFORMANCE REPORT

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(13-2330-100)
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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.

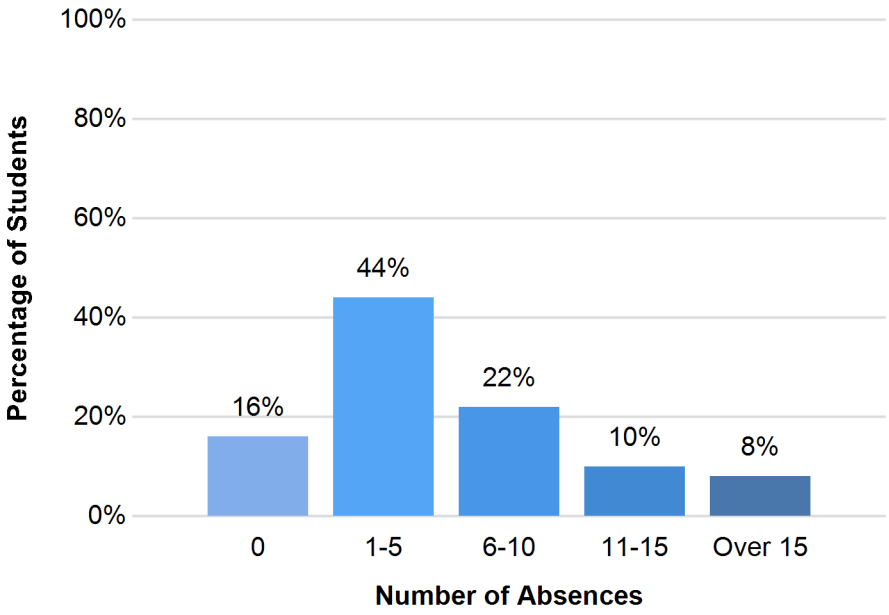
Chronic Absenteeism

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	48	7.3	8.9	Met
White	*	*	**	**
Hispanic	13	5.0	8.9	Met
Black or African American	35	8.9	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	35	6.9	8.9	Met
Students with Disabilities	4	17.4	8.9	Not Met
English Learners	10	4.8	8.9	Met

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
(13-2330-100)
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2017-2018

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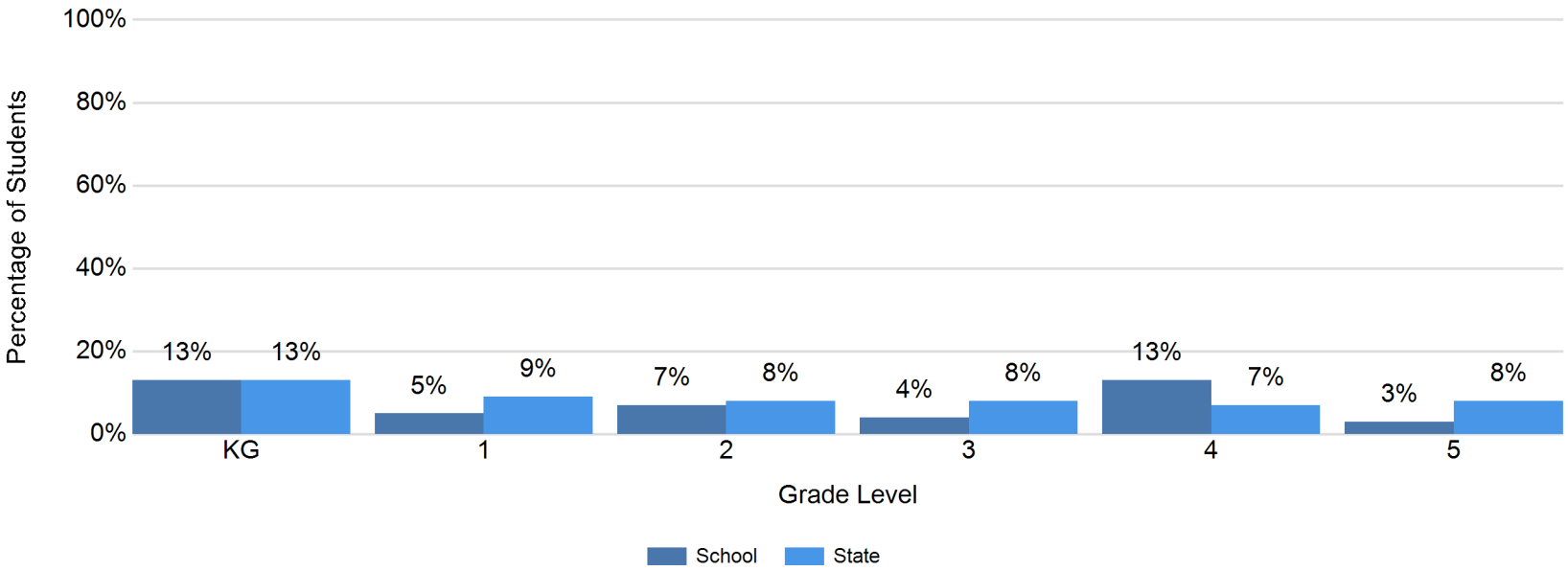
Chronic Absenteeism by Grade

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

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
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2017-2018

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
10

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
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Grades Offered: KG-05
2017-2018

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School Day

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

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

Device Ratios

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

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

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)	$1,212	$16,255	$17,467

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
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2017-2018

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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	36	117,464
Average years experience in public schools	10.4	12.0
Average years experience in district	9.3	10.7
Teachers in district for 4 or more years	63.9%	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	37	9,374
Average years experience in public schools	14.4	16.0
Average years experience in district	9.5	12.0
Administrators in district for 4 or more years	64.9%	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	18:1	15:1
Students to Administrators	661:1	208:1
Teachers to Administrators	36:1	14:1
Students to Librarians/Media Specialists		701:1
Students to Nurses		514:1
Students to Counselors		350:1
Students to Child Study Team		234:1

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
(13-2330-100)
Grades Offered: KG-05
2017-2018

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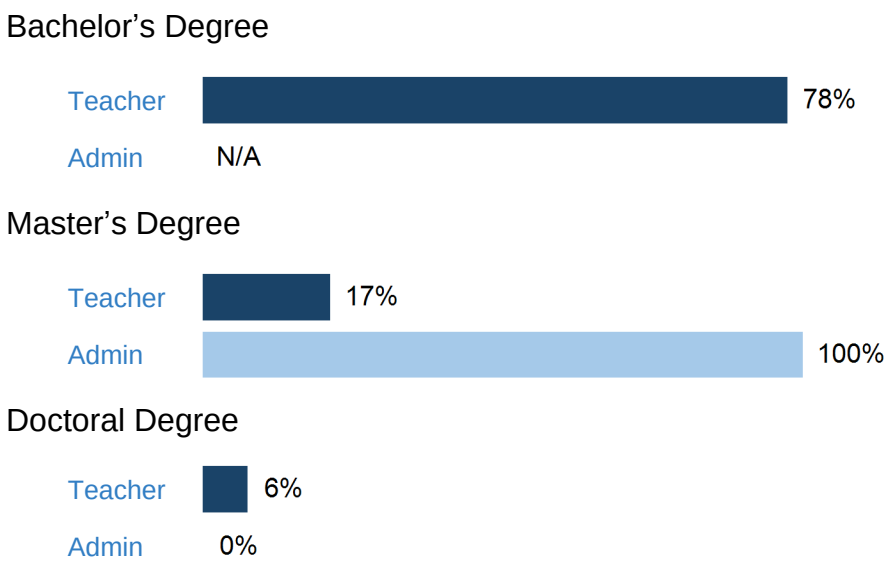
Teachers and Administrators - Level of Education

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	87.3%	90.2%
2016-17 Administrators: Same district 2017-18	83.8%	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	99.8%

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	80.6%	0.0%
Male	19.4%	100.0%
White	30.6%	0.0%
Hispanic	8.3%	0.0%
Black or African American	52.8%	100.0%
Asian	5.6%	0.0%
American Indian or Alaska Native	2.8%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

NJ SCHOOL PERFORMANCE REPORT

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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		

NJ SCHOOL PERFORMANCE REPORT

FLORENCE AVENUE ELEMENTARY SCHOOL
(13-2330-100)
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2017-2018

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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	16.59	15.0%
Mathematics Proficiency	16.53	15.0%
English Language Arts Growth	81.34	20.0%
Mathematics Growth	5.16	20.0%
Progress Towards English Language Proficiency	74.04	20.0%
Chronic Absenteeism	57.43	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	42.82	n/a
Summative Rating: Percentile Rank of Summative Score	36.37	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	Not Met	Met Standard	Not Met	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	43.94	14.08	No	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	53.41	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	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	47.11	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	**	**	No	N	N	**	**	n/a	Not Met	No
English Learners	41.00	14.08	No	Not Met	Not Met	Exceeds Standard	Not Met	Not Met	Met	No

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

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

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Courses, Curriculum, Instruction:	Our ELA program Reading Wonders, aligned to the state standards uses research-based instruction and differentiated learning opportunities. Our new math curriculum, enVisionMATH which is a core program for students in kindergarten through grade 12. The program seeks to help students develop an understanding of math concepts through problem-based instruction, small-group interaction, and visual learning with a focus on reasoning and modeling. The science program is integrated and exposes scholars to all science genres with participation in Virtual Learning Labs with scientists. The Social Studies curriculum is organized around the central concepts of civics, geography, and economics. Students are provided with the opportunity to participate in our homework club where they can receive assistance with their daily assignments.
Sports and Athletics:	Sports Offered: Basketball (Coed), Cheerleading (Coed), Soccer (Coed)
Clubs and Activities:	The School offers the following after school club opportunities: Homework Club, Multicultural Club, Drama Club, Young Ladies and Young Men's Club, Soccer Club, Drama Club, Elementary National Honor Society, Basketball Team, Cheerleading Team, Step Team, Soccer Club, and Student Council. Students engage in school-wide grade level competitions in the core academic subjects across various homeroom classes. Students also participate in the District's Unified Olympics program.

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Before and After School Programs:	The school offers After School Enrichment and Enhancement programs that serve students in grades 3 to 5 by providing assistance with basic skills or advanced skills based on students' individual needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student. The teachers provide re-teaching and/or acceleration as needed.
Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), differentiated instruction, and SIOP.

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Student Supports and Services:	Support systems are in place to assist students to become college and career ready. These services include after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services. We also offer special events such as Career Day, Celebrity Read, and Law Day to expose students to various career path choices.
Student Health and Wellness:	The Wellness Committee sponsored a healthy eating competition, exercise competition, and various workshops on healthy habits offered by the school nurse. Safe Routes to School presented safety workshops to students about traveling to and from school. A fitness instructor provided an assembly program to encourage healthy exercise. Additionally, the Irvington Department of Health provided blood pressure screenings for families during PTA sponsored programs. A dental hygienist gave an oral health presentation and distributed toothbrushes to students. The school participates in the Breakfast After the Bell program.
Parent and Community Involvement:	The PTA sponsors Dr. Seuss' Birthday Party, Fall Festival, Celebrity Read Breakfast, refreshments for moving up ceremonies, and trips. Parents are invited to participate in various workshops such as Active Parenting, ELA Strategies, and Writing Skill Labs. Parents also participate in Family Math Night, Friday Night Lights, and various multicultural festivals. With parental permission, the school partners with local businesses and nonprofit organizations to provide students with educational opportunities outside of the classroom.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The Climate survey is given in the Spring to staff, students, and parents. Results are used to plan for the following year. The Annual School Plan Committee works with administration to incorporate survey results in the next school year's budget, procedures, and events.
Facilities:	The school purchased seventeen sets of 24 Chromebooks with Chromebook carts to progress towards one-on-one assistive technology for students. Water fountains were upgraded. Ten classrooms received replacement central air units. Audio-visual equipment was installed in the cafeteria to provide support for parents, students, and staff during events and meetings.
School Safety:	The school has implemented a school wide written safety plan. This plan includes all major types of emergencies and guidelines for appropriate actions. In addition, all staff members have recieved a hard copy of the plan. Substitute personnel receive training upon arrival to the school.

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

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