NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	MS. WARREN
Address	141 181 MONTGOMERY AVENUE IRVINGTON, NJ 07111
Phone Number	(973)416-3824
Email Address	WWARREN@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/thurgood-marshall/
Twitter	https://twitter.com/IrvingtonPSD

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	116	112	109
KG	48	61	65
1	66	55	51
2	66	62	50
3	41	58	61
4	40	40	50
5	45	39	43
Total	422	427	429

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	42.9%	45.2%	38.7%
Male	57.1%	54.8%	61.3%
Economically Disadvantaged Students	85.8%	83.1%	76.7%
Students with Disabilities	12.8%	14.5%	19.1%
English Learners	17.1%	16.4%	17.7%
Homeless Students		1.2%	7.0%
Students in Foster Care		0.9%	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%	1.2%	0.9%
Hispanic	17.5%	18.5%	18.6%
Black or African American	82.0%	78.9%	79.0%
Asian	0.0%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.7%	0.7%
American Indian or Alaska Native	0.0%	0.2%	0.0%
Two or More Races	0.5%	0.2%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	116	112	109
KG - Half Day	0	0	0
KG - Full Day	48	61	65

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	75.3%
Spanish	12.6%
Haitian	4.7%
Yoruba	2.6%
Igbo	1.4%
Other Languages	3.5%

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	50.5	49	50	Met Standard	58.5	44	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	56	53	49	**	47	45	48	**
Black or African American	50	47	44	Met Standard	65	44	44	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	N	64	61	**	N	76	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	50.5	48	48	Met Standard	58.5	45	47	Met Standard
Students with Disabilities	*	36	41	**	*	35	43	**
English Learners	70	49	54	**	75	37	51	**

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

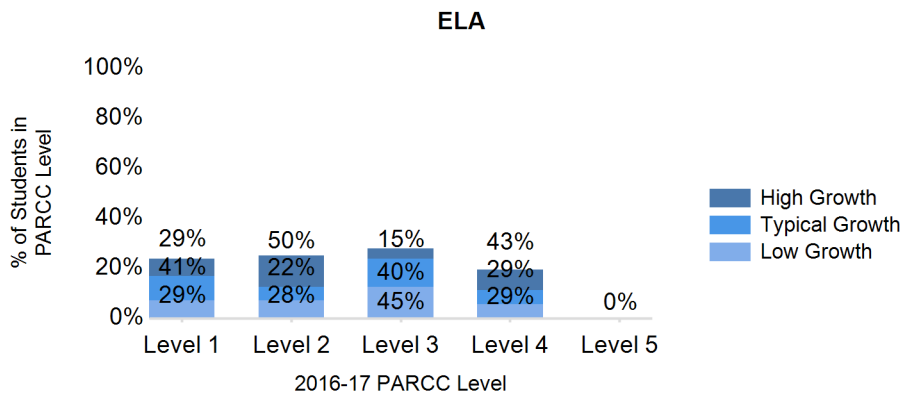
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same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

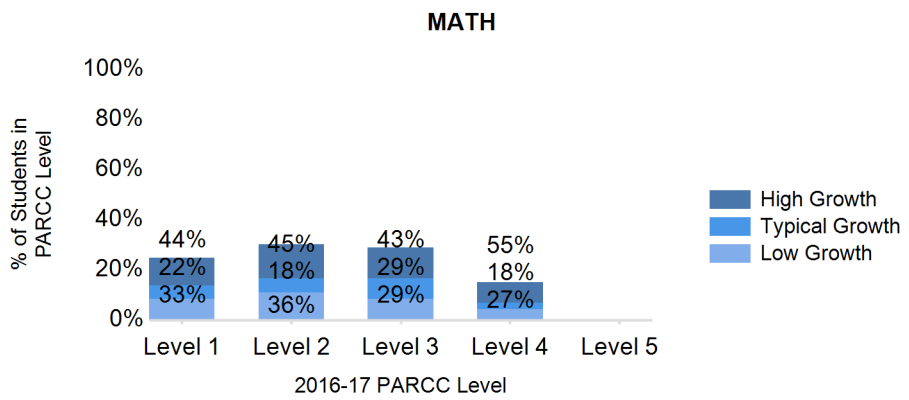
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth by Performance Level

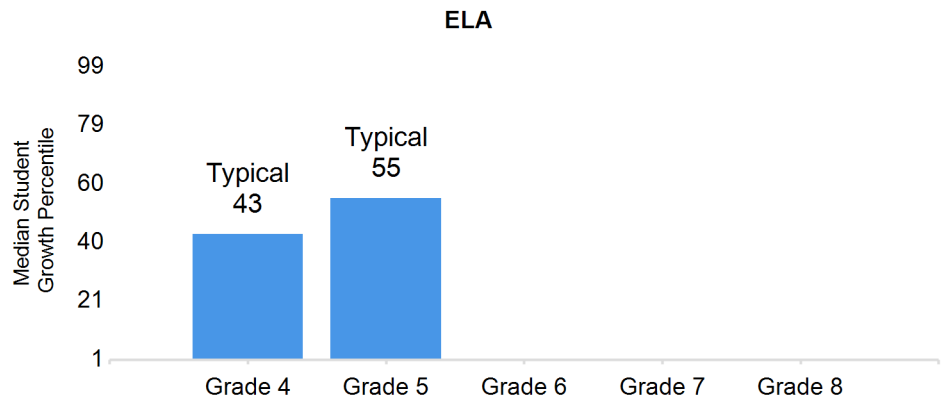
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

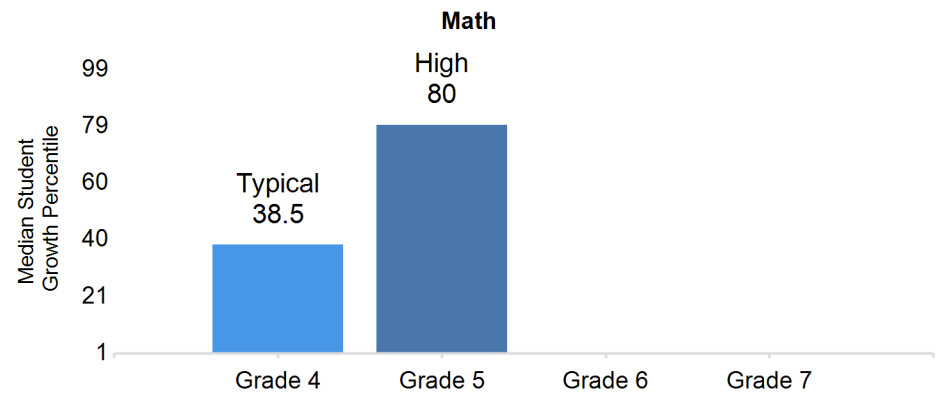




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	136	100.0	31.6	27.4	56.7	31.6	23.8	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	*	*	*	27.1	42.5	*	20.2	Met Target
Black or African American	101	100.0	30.7	27.2	37.3	30.7	24.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	54.2	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	49	100.0	32.7	33.7	64.5	32.7		
Male	87	100.0	31.0	21.6	49.4	31.0		
Economically Disadvantaged Students	*	*	*	*	38.5	*	23.2	Met Target
Non-Economically Disadvantaged Students	*	*	*	*	67.5	*		
Students with Disabilities	18	100.0	11.1	*	21.6	11.1	**	**
Students without Disabilities	118	100.0	34.8	*	63.9	34.8		
English Learners	36	100.0	22.2	*	27.3	22.2	29.4	Met Target†
Non-English Learners	100	100.0	35.0	*	59.4	35.0		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	13.0	26.3	N		
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.

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	58	726	721	750	33%	*	21%	*	*	31%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	719	736	*	*	*	*	*	*	38%
Black or African American	40	724	721	733	38%	*	*	*	*	28%	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	N	758	N	N	N	N	N	N	58%
Female	23	730	725	756	*	*	*	*	*	43%	57%
Male	35	724	717	744	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	*	*	721	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	724	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	699	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	724	756	*	*	*	*	*	*	57%
English Learners	17	722	699	712	*	*	*	*	*	24%	15%
Non-English Learners	41	728	726	753	*	*	*	*	*	34%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	48	731	731	756	*	33%	27%	*	*	27%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	726	744	*	*	*	*	*	*	44%
Black or African American	*	*	731	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	11	722	733	762	*	*	*	*	*	*	63%
Male	37	734	728	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	731	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	730	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	704	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	734	762	*	*	*	*	*	*	64%
English Learners	12	727	709	720	*	*	*	*	*	17%	17%
Non-English Learners	36	733	735	759	*	*	*	*	*	31%	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%

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	38	734	729	755	*	*	*	32%	0%	32%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	*	*	733	743	*	*	*	*	*	*	43%
Black or African American	28	733	*	738	*	*	*	36%	0%	36%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	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	*	763	N	N	N	N	N	N	65%
Female	19	739	732	762	*	*	*	*	*	32%	66%
Male	19	729	726	749	*	*	*	*	*	32%	51%
Economically Disadvantaged Students	*	*	729	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	727	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	701	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	733	762	*	*	*	*	*	*	65%
English Learners	*	*	708	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	732	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

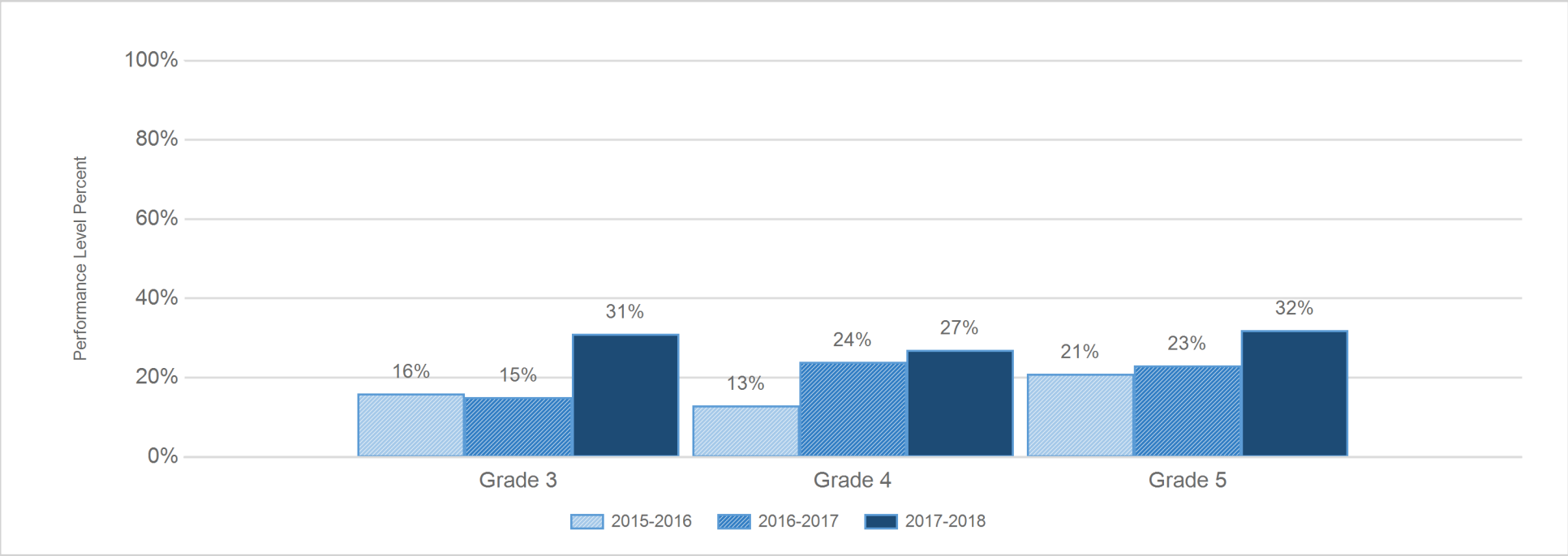
NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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 - 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	138	100.0	21.7	*	45.0	21.7	19.3	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	15.2	29.2	*	11.9	Met Target
Black or African American	102	100.0	22.6	*	23.4	22.6	21.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	20.9	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	49	100.0	18.3	*	46.0	18.3		
Male	89	100.0	23.6	*	43.9	23.6		
Economically Disadvantaged Students	*	*	*	14.2	26.6	*	18.8	Met Target
Non-Economically Disadvantaged Students	*	*	*	13.0	55.9	*		
Students with Disabilities	18	100.0	11.1	*	17.1	11.1	**	**
Students without Disabilities	120	100.0	23.4	*	50.5	23.4		
English Learners	38	100.0	18.4	*	24.6	18.4	20.9	Met Target†
Non-English Learners	100	100.0	23.0	*	46.9	23.0		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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 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	59	725	728	752	24%	27%	25%	*	*	24%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	*	*	728	739	*	*	*	*	*	*	38%
Black or African American	41	723	727	734	29%	29%	*	*	*	24%	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	N	757	N	N	N	N	N	N	59%
Female	23	720	728	752	*	*	*	*	*	22%	53%
Male	36	729	728	751	*	*	*	*	*	25%	53%
Economically Disadvantaged Students	*	*	728	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	726	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	718	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	729	756	*	*	*	*	*	*	57%
English Learners	18	716	712	726	*	*	*	*	*	11%	23%
Non-English Learners	41	729	732	754	*	*	*	*	*	29%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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	49	722	723	748	*	49%	22%	*	*	16%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	723	737	*	*	*	*	*	*	34%
Black or African American	*	*	723	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	*	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	11	711	723	748	*	*	*	*	*	*	50%
Male	38	725	723	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	724	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	720	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	725	753	*	*	*	*	*	*	55%
English Learners	13	720	710	722	*	*	0%	*	*	23%	16%
Non-English Learners	36	723	726	750	*	*	31%	*	*	14%	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

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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 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	39	732	717	748	*	*	44%	*	*	21%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	*	*	721	736	*	*	*	*	*	*	32%
Black or African American	29	734	*	730	*	*	41%	*	*	24%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	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	*	754	N	N	N	N	N	N	55%
Female	19	736	718	749	*	*	*	*	*	26%	50%
Male	20	728	715	747	*	*	*	*	*	15%	48%
Economically Disadvantaged Students	*	*	717	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	715	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	55%
English Learners	*	*	701	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	719	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

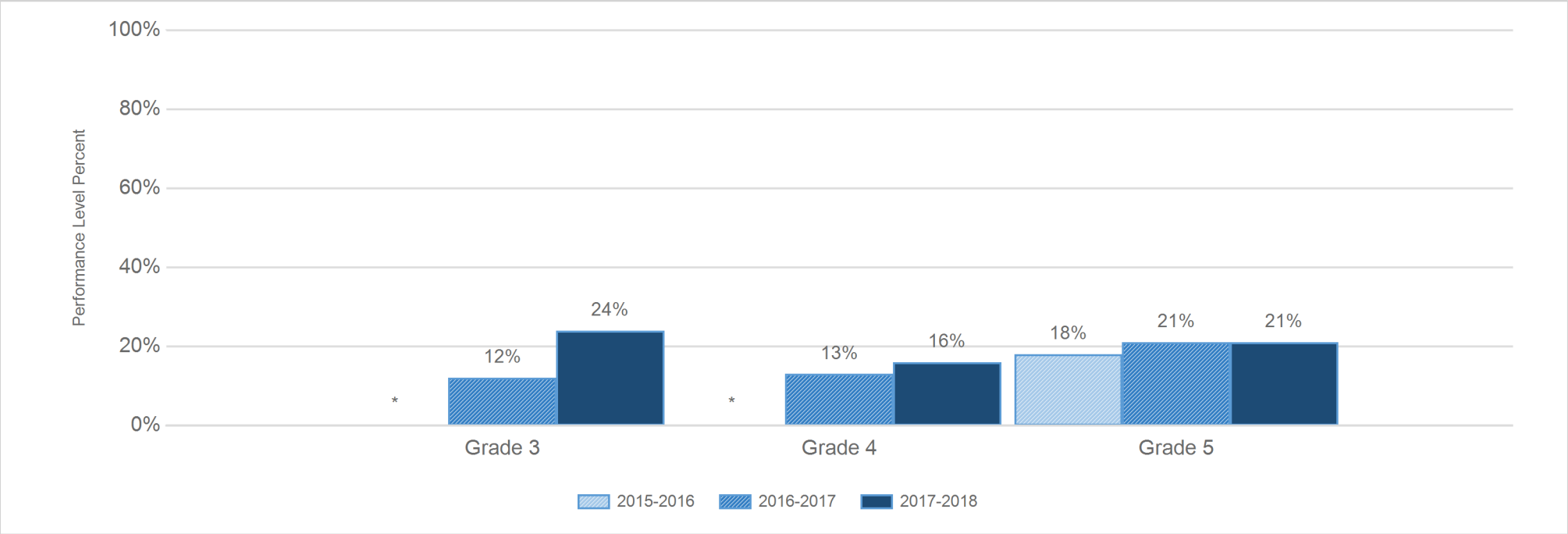
NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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 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

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

DLM Alternate Assessment - Participation

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

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

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	58.0%	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	28	*	*
3-4	33	81.8%	18.2%
5 or more	14	*	*

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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.

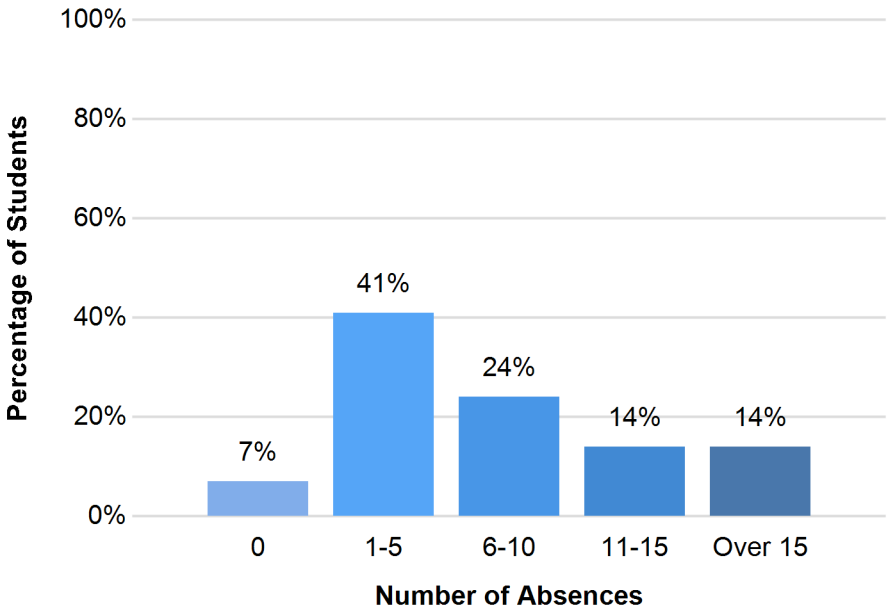
Chronic Absenteeism

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	37	11.8	8.9	Not Met
White	*	*	**	**
Hispanic	2	3.2	8.9	Met
Black or African American	35	14.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	31	12.9	8.9	Not Met
Students with Disabilities	10	14.5	8.9	Not Met
English Learners	2	2.7	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

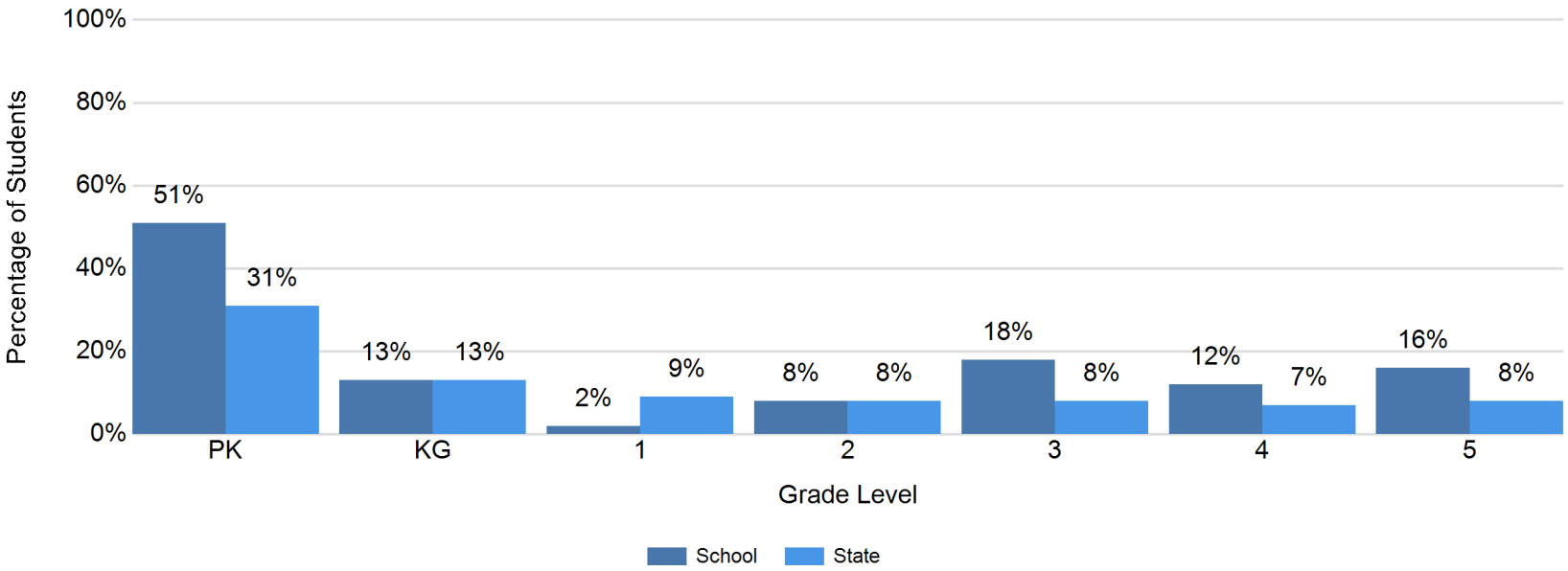
THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-05
2017-2018

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

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 by Grade

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



NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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.

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	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
*

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	40	117,464
Average years experience in public schools	10.2	12.0
Average years experience in district	8.3	10.7
Teachers in district for 4 or more years	57.5%	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	11:1	15:1
Students to Administrators	N	208:1
Teachers to Administrators	N	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

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by 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.

Bachelor's Degree

Teacher 70%

Admin N/A

Master's Degree

Teacher 30%

Admin

Doctoral Degree

Teacher 0%

Admin *

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	99.0%

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	75.0%	N
Male	25.0%	N
White	25.0%	N
Hispanic	10.0%	N
Black or African American	65.0%	N
Asian	0.0%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	N

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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	13.63	15.0%
Mathematics Proficiency	13.57	15.0%
English Language Arts Growth	56.81	20.0%
Mathematics Growth	87.24	20.0%
Progress Towards English Language Proficiency	61.06	20.0%
Chronic Absenteeism	34.23	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.53	n/a
Summative Rating: Percentile Rank of Summative Score	46.39	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

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	61.81	14.08	No	Met Target	Met Target	Met Standard	Exceeds 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	51.95	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	Not Met	No
English Learners	**	**	No	Met Target†	Met Target†	**	**	**	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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:	• Thurgood Marshall School believes that respect and understanding grow when children of differing abilities and cultures play and learn together. We provide speech and physical therapy interventions. • Each classroom is equipped with a SmartBoard or a ClearTouch screen and all teachers have access to Chromebook carts so that technology can be infused into instruction. • Bring Your Parent to School Day and Breast/Colon Cancer Walk are held annually to foster community engagement.
Mission, Vision, Theme:	Thurgood G. Marshall School is dedicated to providing a multicultural environment in which academic, social and emotional development of each individual is realized through the collaborative efforts of all stakeholders. Creative learning experiences, a positive school climate, and parental involvement will enable students, to build self-esteem, achieve their highest potential, develop a true love for life-long learning and ensure their place in society as productive and valuable citizens.
Awards, Recognition, Accomplishments:	Several of the Thurgood Marshall teachers were awarded grant funding to foster rigorous and authentic instruction. Five scholars were inducted into National Elementary Honor Society. These students were awarded a gold medal and certificate for raising the most funds for St. Jude as their community service project. There was a districtwide Spelling Bee for grades 3-5, our 4th grade student was reigned spelling champion for grade 4.

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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.

Courses, Curriculum, Instruction:	Our curriculum is research-based and aligned to the New Jersey Student Learning Standards. Teachers use assessments to inform instruction and data is used to create small, flexible, and cooperative learning groups. Our curriculum calls for integrating technology into all subject areas. Chromebooks are used for the development of higher-order thinking skills, project-based learning, computer based assessments, and research and design of subject matter projects.
Sports and Athletics:	Sports Offered: Basketball (Coed), Cheerleading (Coed)
Clubs and Activities:	Thurgood Marshall offers a wide variety of clubs and activities. They include: Homework Club, Student Council, Band, Elementary National Honor Society, Chess Club, and Unified Olympics Club. Students at Thurgood Marshall engage in activities that are designed to extend learning beyond the walls of the classroom. A few of these activities include: coin drives, state and county essay contests, and autism awareness programs.

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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.

Before and After School Programs:	Scholars in grades 3-5 can extend the learning day by attending a PARCC, basic skills, and/or enrichment tutorial program. Thurgood Marshall has a Student Council that hosts Movie Nights and a National Elementary Honor Society that sponsors a St. Jude's Math-A-thon and Reading Is Fundamental (RIF) distribution. Moreover, students in Grades 2 can participate in the Homework Club and for students who are musically inclined, morning Band and Chorus programs are available.
Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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.

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, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.
Student Health and Wellness:	Thurgood participates in the Breakfast After the Bell Program. Thurgood also participates in the Fresh Fruit and Vegetable Program. Wellness programs include: parental workshops about cancer and diabetes, student physical wellness assembly programs, annual Breast/Colon Cancer Awareness Walk, and 5K Walk to fight childhood obesity. An annual Field Day is held which includes the following activities: relay races, sack races, bouncy house, bouncy obstacle course, and ring toss.
Parent and Community Involvement:	Thurgood Marshall prides itself on greater, effective communication with parents and the community through the efforts of the Parent Coordinator, Parent Teacher Association and the School Leadership Council. The Parent Coordinator works with scholars, teachers, parents, and administrators by implementing programs like the Backpack program, Kids Closet Program, and the Community Food Bank of Hillside. These programs provide food and school supplies. Furthermore, open communication is encouraged with monthly Positive Parent Conversations, the Brother-to-Brother mentoring program, and academic-based workshops. The Parent Teacher Association enables parents to become an integral part of their children's education in collaboration with teachers and other community stakeholders. The School Leadership Council comprised of faculty members and parents meet monthly to discuss important aspects of the academic and social growth of the school, budget issues, and numerous school-related matters.

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers The members of the School Culture and Climate Committee designed a survey for the teachers at Thurgood Marshall Elementary School. An overview of the survey indicates that teachers believe they are evaluated fairly and they are receptive to the feedback in the evaluations. Parents were also given a survey. The survey results show that the majority of parents believe that their child is receiving a quality education in a safe learning environment. Students in grades three through five were given a survey as well. The students indicate that they feel safe on the playground, in classrooms, in the hallways, in the gymnasium and in the cafeteria. The majority of the students feel that they are getting a good education and their teachers care about them and their families.
Facilities:	Thurgood Marshall Elementary School was erected in 1993. The school is equipped with air conditioning in every classroom. There are two computer labs in the media center and each lab has 25 Mac desktop computers. One lab is used for creative writing and the other lab is used for research and other educational purposes. In addition, the media center is equipped with chromebooks and headsets. There is a fully equipped physical and occupational therapy room for students with disabilities.
School Safety:	Thurgood Marshall has a School Safety Team, which consist of the Nurse, Physical Education Teacher, Health and Social Service Coordinator, Guidance Counselor, Parent Coordinator, Head Custodian and Principal. The main focus of the School Safety Team is to review the fire and emergency drill schedules. Twice a year, the team walks through the building to make certain that the exits are correctly coordinated to each escape route. The School Safety Team inspects the playground equipment regularly to ensure that all items meet high- level safety standards.

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(13-2330-125)
Grades Offered: PK-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

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.

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