NJ SCHOOL PERFORMANCE REPORT

MT. VERNON AVENUE ELEMENTARY SCHOOL
(13-2330-131)
Grades Offered: PK-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	MS. GILMORE
Address	54 MT VERNON AVENUE IRVINGTON, NJ 07111
Phone Number	(973)399-6875
Email Address	NGILMORE@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/mount-vernon/
Twitter	https://twitter.com/IrvingtonPSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	90	86	89
KG	97	91	83
1	73	89	87
2	70	77	74
3	74	74	60
4	72	77	71
5	73	74	67
Total	549	568	531

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.3%	50.0%	55.7%
Male	49.7%	50.0%	44.3%
Economically Disadvantaged Students	81.8%	88.6%	78.7%
Students with Disabilities	3.5%	4.0%	3.4%
English Learners	13.1%	16.0%	15.6%
Homeless Students		0.5%	0.0%
Students in Foster Care		0.4%	0.2%
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	0.7%	1.1%	1.1%
Hispanic	11.3%	10.6%	12.2%
Black or African American	86.9%	87.0%	85.3%
Asian	0.5%	0.7%	0.6%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.6%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	90	86	89
KG - Half Day	0	0	0
KG - Full Day	97	91	83

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	71.0%
Haitian	13.2%
Spanish	12.6%
Creoles and pidgins, English based	1.1%
Other Languages	2.1%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	45	49	50	Met Standard	25.5	44	50	Not Met
White	*	*	50	**	*	*	51	**
Hispanic	42	53	49	**	12.5	45	48	**
Black or African American	46.5	47	44	Met Standard	30	44	44	Not Met
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	46	48	48	Met Standard	24.5	45	47	Not Met
Students with Disabilities	29.5	36	41	**	46	35	43	**
English Learners	14	49	54	**	18	37	51	**

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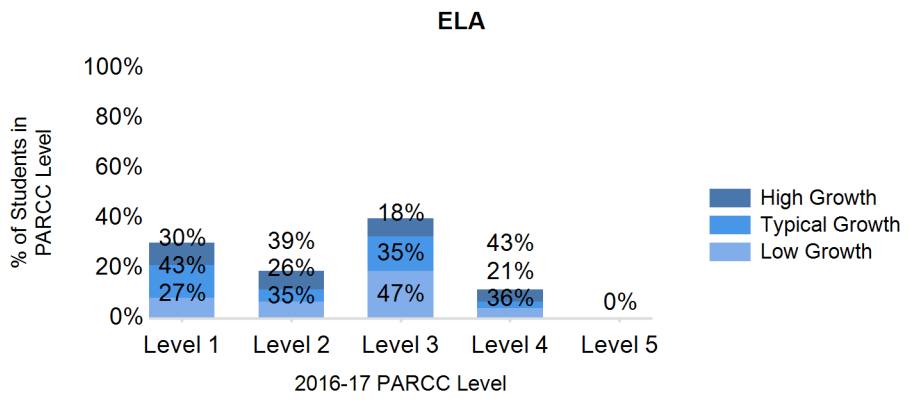
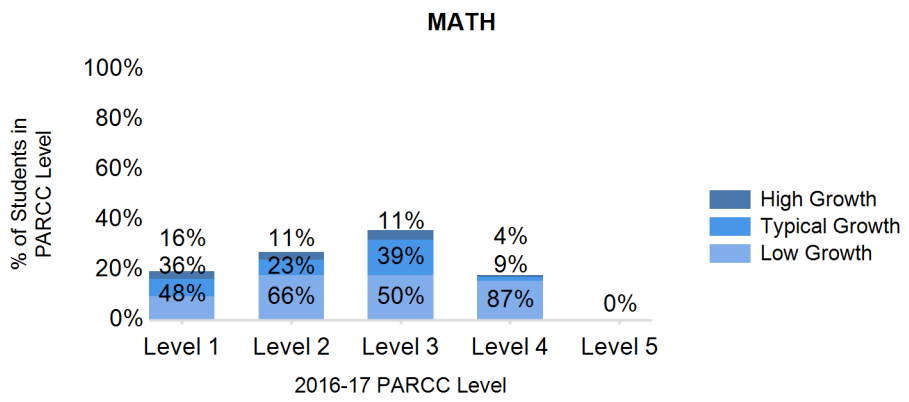
Student Growth by Performance Level

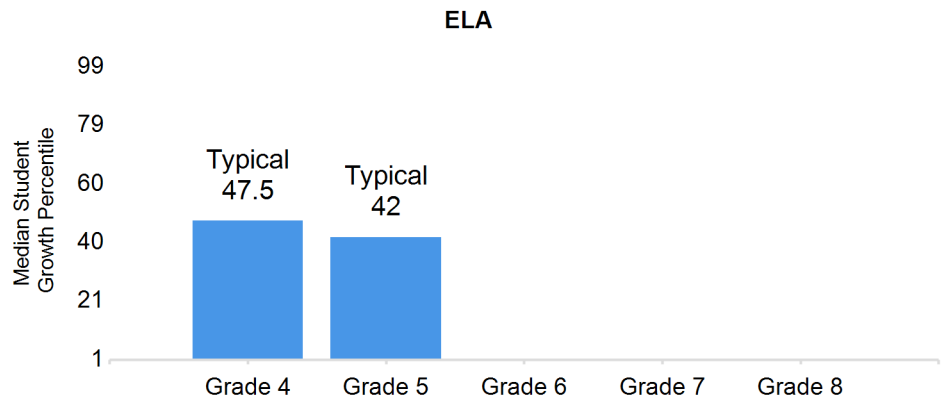
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

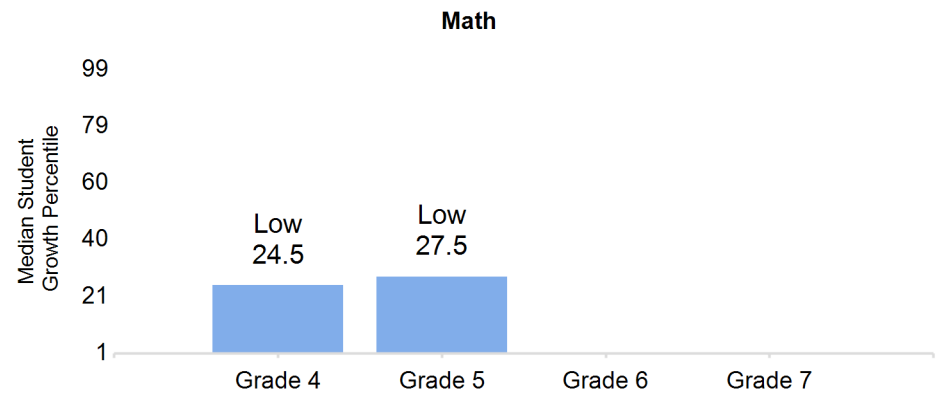




Student Growth by Grade

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	196	98.5	22.4	27.4	56.7	22.4	20.7	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	26	100.0	30.8	27.1	42.5	30.8	20.9	Met Target
Black or African American	167	98.3	21.6	27.2	37.3	21.6	20.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	54.2	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	116	98.4	22.5	33.7	64.5	22.5		
Male	80	98.8	22.5	21.6	49.4	22.5		
Economically Disadvantaged Students	181	98.4	21.6	*	38.5	21.6	21.5	Met Target
Non-Economically Disadvantaged Students	15	100.0	33.3	*	67.5	33.3		
Students with Disabilities	20	100.0	10.0	*	21.6	10.0	N	N
Students without Disabilities	176	98.4	23.9	*	63.9	23.9		
English Learners	24	100.0	*	*	27.3	*	16.6	Not Met
Non-English Learners	172	98.3	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
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		

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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	63	728	721	750	22%	27%	24%	*	*	27%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	10	730	719	736	*	*	*	*	*	30%	38%
Black or African American	51	729	721	733	24%	22%	27%	*	*	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	36	734	725	756	*	*	*	*	*	33%	57%
Male	27	720	717	744	*	*	*	*	*	19%	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	*	*	699	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	726	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	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%

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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	72	728	731	756	14%	26%	38%	22%	0%	22%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	726	744	*	*	*	*	*	*	44%
Black or African American	66	729	731	739	*	27%	38%	*	*	21%	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	40	729	733	762	*	*	38%	*	*	23%	63%
Male	32	727	728	751	*	*	38%	*	*	22%	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	*	*	709	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	735	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	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	67	724	729	755	21%	33%	28%	18%	0%	18%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	11	728	733	743	*	*	*	*	*	27%	43%
Black or African American	56	723	*	738	21%	36%	27%	*	*	16%	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	44	721	732	762	*	*	*	*	*	14%	66%
Male	23	729	726	749	*	*	*	*	*	26%	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	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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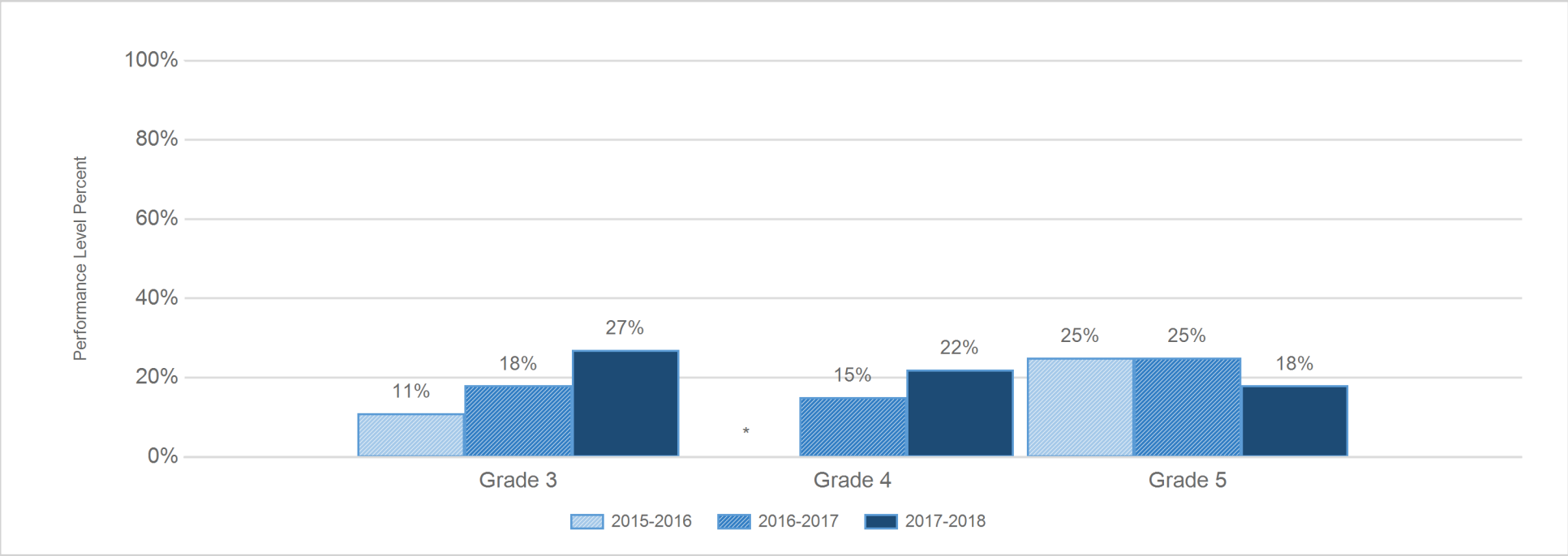
English Language Arts/Literacy Assessment - Performance Trends

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	199	98.6	15.6	*	45.0	15.6	20.6	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	26	100.0	19.2	15.2	29.2	19.2	40.8	Not Met
Black or African American	170	98.3	15.3	*	23.4	15.3	18.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	20.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	118	98.4	16.1	*	46.0	16.1		
Male	81	98.8	14.8	*	43.9	14.8		
Economically Disadvantaged Students	184	98.4	13.1	14.2	26.6	13.1	20.9	Not Met
Non-Economically Disadvantaged Students	15	100.0	46.7	13.0	55.9	46.7		
Students with Disabilities	20	100.0	20.0	*	17.1	20.0	N	N
Students without Disabilities	179	98.4	15.1	*	50.5	15.1		
English Learners	27	100.0	14.8	*	24.6	14.8	38	Not Met
Non-English Learners	172	98.3	15.7	*	46.9	15.7		
Homeless Students	N	N	N	*	17.3	N		
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		

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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	63	737	728	752	*	19%	32%	*	*	38%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	10	743	728	739	0%	*	*	*	*	40%	38%
Black or African American	51	736	727	734	*	20%	27%	*	*	39%	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	36	735	728	752	*	*	*	*	*	39%	53%
Male	27	740	728	751	*	*	*	*	*	37%	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	*	*	712	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	732	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	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

MT. VERNON AVENUE ELEMENTARY SCHOOL
(13-2330-131)
Grades Offered: PK-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	719	723	748	*	*	*	*	*	*	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	723	737	*	*	*	*	*	*	34%
Black or African American	67	719	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	40	720	723	748	*	*	*	*	*	*	50%
Male	33	719	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	*	*	710	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	726	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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

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(13-2330-131)
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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	69	710	717	748	*	*	*	*	*	*	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	11	716	721	736	*	*	*	*	*	*	32%
Black or African American	58	709	*	730	*	*	*	*	*	*	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	46	713	718	749	*	*	*	*	*	*	50%
Male	23	705	715	747	*	*	*	*	*	*	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	10	693	701	718	*	*	*	*	*	*	13%
Non-English Learners	59	713	719	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

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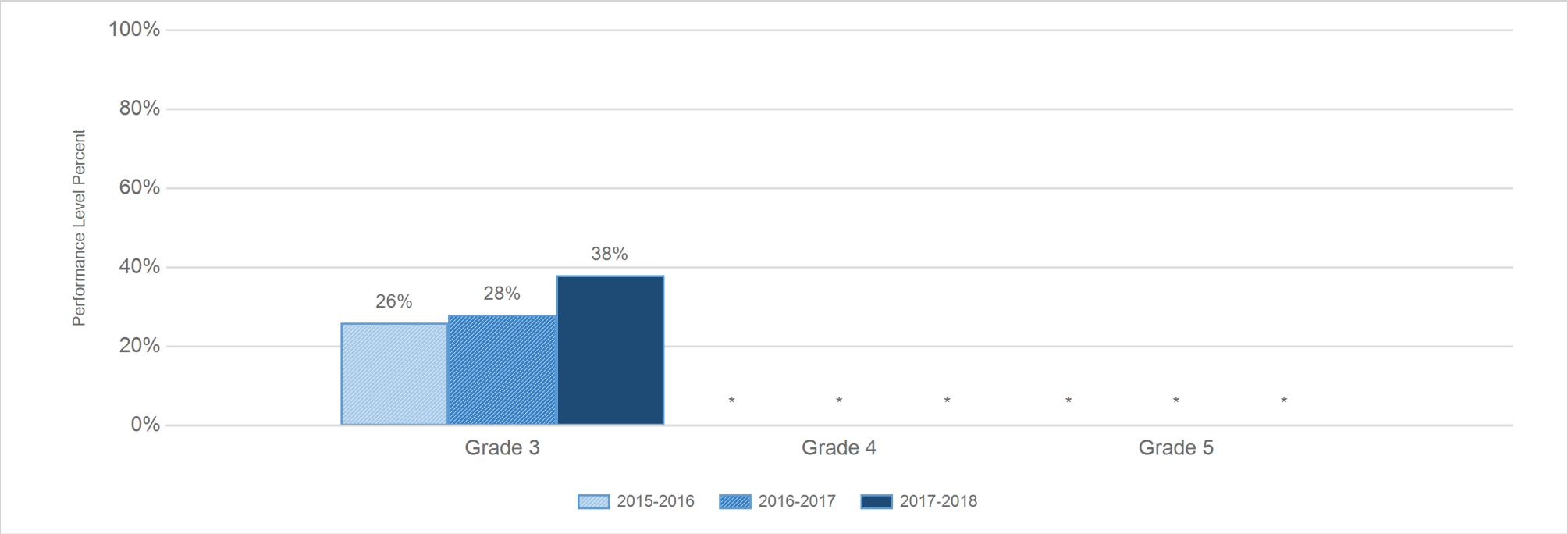
Mathematics Assessment – Performance Trends

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.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	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	81.5%	60.7%	Exceeds

† 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	29	89.7%	10.3%
3-4	32	50.0%	50.0%
5 or more	14	64.3%	35.7%

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

NJASK Science Assessment Information

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

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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.

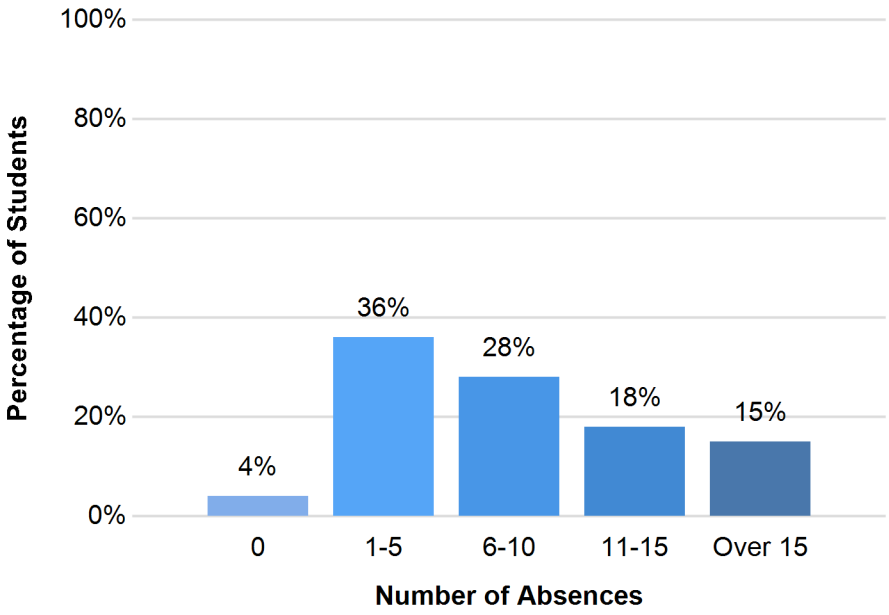
Chronic Absenteeism

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	49	11.1	8.9	Not Met
White	*	*	**	**
Hispanic	5	8.9	8.9	Met
Black or African American	43	11.6	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	39	11.7	8.9	Not Met
Students with Disabilities	1	5.0	8.9	Met
English Learners	5	6.6	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.



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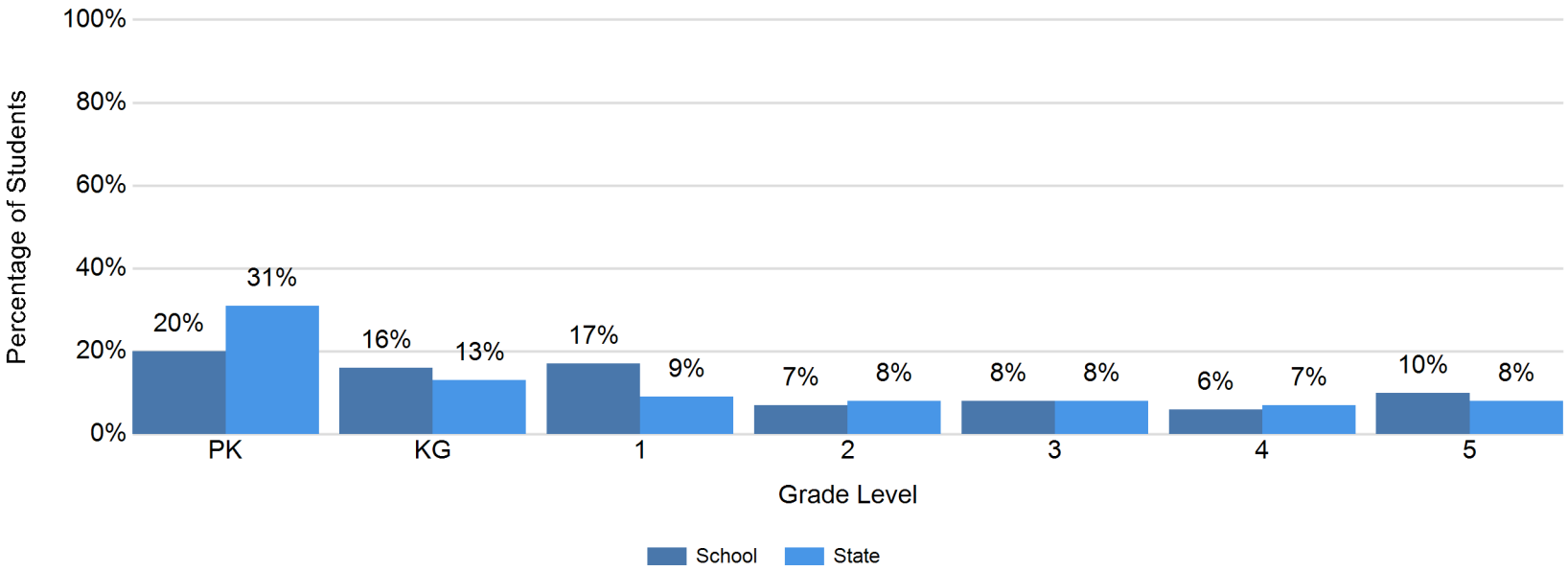
Chronic Absenteeism by Grade

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	1
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.38

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

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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	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	19	3.6%
Any Suspension	19	3.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
54

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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

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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	35	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	62.9%	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	15:1	15:1
Students to Administrators	531:1	208:1
Teachers to Administrators	35:1	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

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Teachers: All classroom teachers
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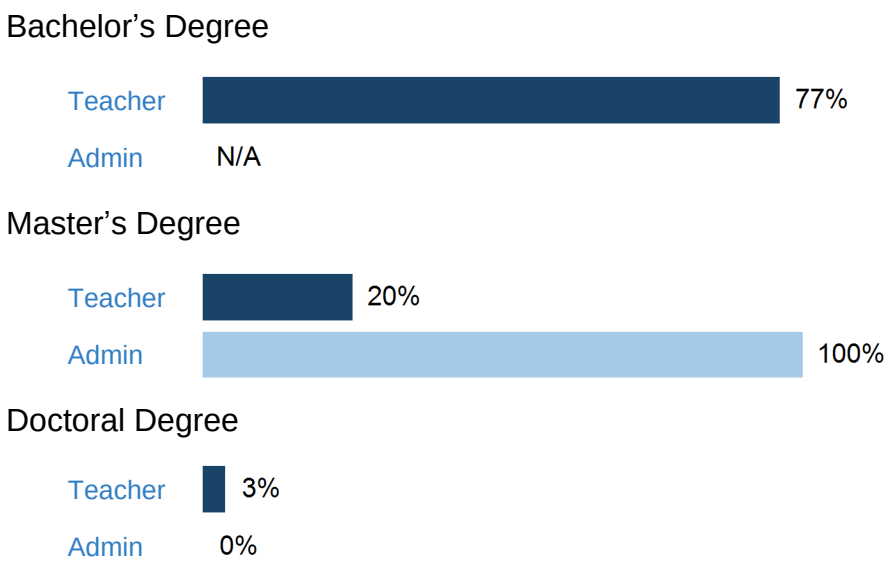
Teachers and Administrators - Level of Education

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	98.9%

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.6%	100.0%
Male	11.4%	0.0%
White	22.9%	0.0%
Hispanic	2.9%	0.0%
Black or African American	71.4%	100.0%
Asian	2.9%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

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(13-2330-131)
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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	5.45	15.0%
Mathematics Proficiency	8.47	15.0%
English Language Arts Growth	38.15	20.0%
Mathematics Growth	2.43	20.0%
Progress Towards English Language Proficiency	95.11	20.0%
Chronic Absenteeism	38.13	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	33.04	n/a
Summative Rating: Percentile Rank of Summative Score	22.99	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	Exceeds Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	31.93	14.08	No	Met Target	Met Target†	Met Standard	Not Met	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	22.92	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	**	**	No	N	N	**	**	n/a	Met	No
English Learners	**	**	No	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:	• Parent and community participation for our Annual Celebrity Read Program with the United Way of Essex and West Hudson. • Monthly Parent Workshops facilitated by the Parent Coordinator to include an overview of the state standards. • Mount Vernon Annual Breast/Colon Cancer Awareness Walk with parents, community leaders and Mount Vernon scholars.
Mission, Vision, Theme:	Mt. Vernon Avenue Elementary School, Where Scholars Learn to SOAR! Mt. Vernon Avenue stakeholders purposefully design learning experiences ensuring that all scholars have opportunities for Success, will take Ownership for their learning and actions, will maintain a positive outlook and Attitude in all academic and social interactions and will demonstrate Respect for each other as well as the learning process. Our mission is to provide a superior academic education in a caring environment in which every child is respected, given the opportunity to develop character, attitudes, and values, preparing them for a globally competitive workforce.
Awards, Recognition, Accomplishments:	Mount Vernon is proud to have outstanding professionals recognized by the district and the governor having been awarded the 2018-2019 Governor's Educator of the Year Award. Mt. Vernon had great success in the 2016-2017 Essex County Pride Essay Contest, taking home two, 1st place winners and one, 2nd place winner from kindergarten to fifth grade. As a result of our intentional focus on culture and climate, our staff and scholars maintained a 94% and 95% attendance rate respectively.

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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.
Clubs and Activities:	Mt. Vernon Avenue addresses the whole child, offering scholars a unique opportunity to play a larger role in the school community, forming stronger bonds with teachers, staff and their peers. Scholars can participate in the National Elementary Honor Society, Student Council, Newsletter Club, Digital Learning Club, School Safety Patrol, Cheerleading Club, Basketball Club, Chess Club, Literacy Academy and/or Eagles Academy.

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Before and After School Programs:	Mt. Vernon offers an after-school enrichment program that serves students in grades 2 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student.
Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.

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Student Supports and Services:	Support systems are in place to assist students to become college and career ready. These services include Read 180, 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 behavioral consultants.
Student Health and Wellness:	Mt. Vernon participates in the Breakfast After the Bell Program, which provides a nutritional breakfast for students after the school day begins. The Wellness Committee has conducted/coordinated activities such as Teacher Wellness Lunch with Massage Therapy, Teacher-Scholar Basketball Games, Family Game Night, Irvington Townships 5K Walk, Memorial Day Parade, Unified Games at Irvington High School, Family Dinner Dance and Breast/Colon Cancer Awareness Walk.
Parent and Community Involvement:	Our parents and community partners are active participants in the education of our scholars. Partnering with us on various events with the PTA, as well as volunteer and fundraising events and programs. Our Parent Coordinator focuses on parent/community involvement facilitating workshops on topics such as NJSLA Readiness and ESL and Special Education Tips for Parents. The District's PowerSchool Portal provides parents with access to their child's academic progress in real-time.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers Mount Vernon Avenue staff and scholars are surveyed three times a year. The School Leadership Council assists in creating the survey and analyzing the results. The data is used to guide programming, school operations, behavior modification, parent involvement, and staff development. Our school's intentional focus on cultivating a learning community that is welcoming, supports students, families and staff is evidenced through increased student activities beyond the school day.
Facilities:	Each classroom is equipped with a SmartBoard and all teachers have access to Chromebooks, two computer labs and a new fully equipped science lab. Our atrium and central staircase is only one of the aesthetic elements of our building with its natural lighting. We are handicap accessible and have a playground area for our preschool through grade one scholars. Our library, art room, vocal and instrumental music rooms are creatively adorned with learning resources relative to the content.

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Early Childhood Education:	Mt. Vernon Avenue School offers a preschool program for children between the ages of three and four years old. Our preschool program, under the Direction of the Department of Early Childhood, provides a rich full-day curriculum to scholars using the Creative Curriculum. Creative Curriculum, one of the four State approved programs, provides for positive interaction, social emotional competencies, constructive play and Teacher-Family interactions. The curriculum is comprised of a comprehensive collection of daily practice and knowledge building. We are pleased to have opened a preschool disabled classroom, servicing our most precious student population in an inclusive school environment.

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Other Information:	With student learning as our primary goal, we are resolved in ensuring that our scholars are the recipients of a quality education in an inclusive, safe and nurturing school environment. We celebrate and recognize the diversity that exists in our learning community with regard to cultures, learning styles and life experiences. As such, we provide transferable life skills and instruction that is differentiated, fosters high student engagement, prepares students to be problem-solvers, critical thinkers and confident learners. Our talented faculty and staff are prepared, dedicated, supportive and steadfast in preparing our scholars for college and careers while also shaping their socio-emotional development. Scholars at Mt. Vernon Avenue are provided with rich, rigorous and relevant learning experiences, employing research-based instructional strategies with curricular resources aligned to the NJ Student Learning Standards. Technology is infused in all aspects of our curriculum as students interact with Smart Boards, Chromebooks, and instructional software present in our core curricular programs. We address the whole child, offering scholars a unique opportunity to play a larger role in the school community, forming stronger bonds with teachers, staff and their peers. Monday and Tuesday mornings are dedicated to Morning Convocation, a structured celebration of school pride and affirmation of our greatness, energizing and focusing the entire community on achieving their full academic and social potential throughout the day. At Mt. Vernon, our days are guided by focused attention on instruction, curriculum implementation, student mastery of learning objectives, school culture and climate and parent voice. Through intentional and reflective practices, we present as a learning community that values collaboration, lifelong learning, and collective responsibility, evidenced by student achievement. We endeavor to prepare of students for college and career.