NJ SCHOOL PERFORMANCE REPORT

CHANCELLOR AVENUE ELEMENTARY SCHOOL
(13-2330-090)
Grades Offered: KG-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	DR. JACKSON
Address	844 CHANCELLOR AVENUE IRVINGTON, NJ 07111
Phone Number	(973)399-6858
Email Address	WJACKSON@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/chancellor-avenue/
Twitter	https://twitter.com/IrvingtonPSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	0	0	0
KG	74	74	88
1	98	83	75
2	79	94	82
3	78	75	94
4	79	76	75
5	64	72	76
Total	472	474	490

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	47.7%	49.8%	49.2%
Male	52.3%	50.2%	50.8%
Economically Disadvantaged Students	78.6%	75.3%	76.3%
Students with Disabilities	7.0%	4.4%	4.9%
English Learners	29.2%	29.1%	32.2%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.2%	0.0%
Military-Connected Students		0.2%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.2%	0.2%	0.0%
Hispanic	12.5%	10.5%	9.2%
Black or African American	84.7%	87.3%	90.8%
Asian	0.8%	0.8%	0.0%
Native Hawaiian or Pacific Islander	0.8%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	0.8%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	74	74	88

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	46.5%
Haitian	35.3%
Spanish	9.6%
Creoles and pidgins, English based	3.1%
French	1.8%
Other Languages	3.7%

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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	49	49	50	Met Standard	34	44	50	Not Met
White	N	*	50	**	N	*	51	**
Hispanic	54	53	49	**	26	45	48	**
Black or African American	48	47	44	Met Standard	34.5	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	49.5	48	48	Met Standard	34	45	47	Not Met
Students with Disabilities	45	36	41	**	17	35	43	**
English Learners	47.5	49	54	**	26	37	51	**

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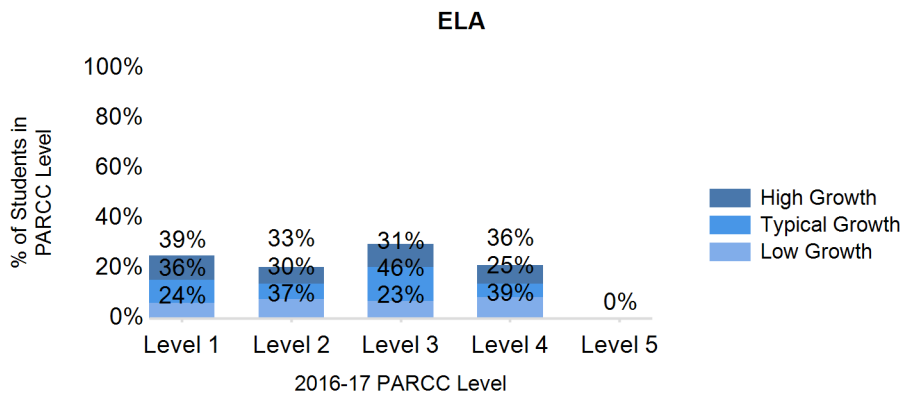
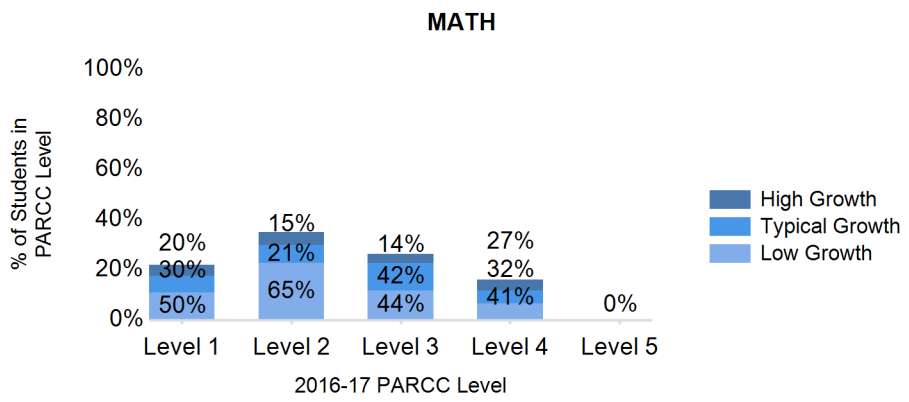
Student Growth by Performance Level

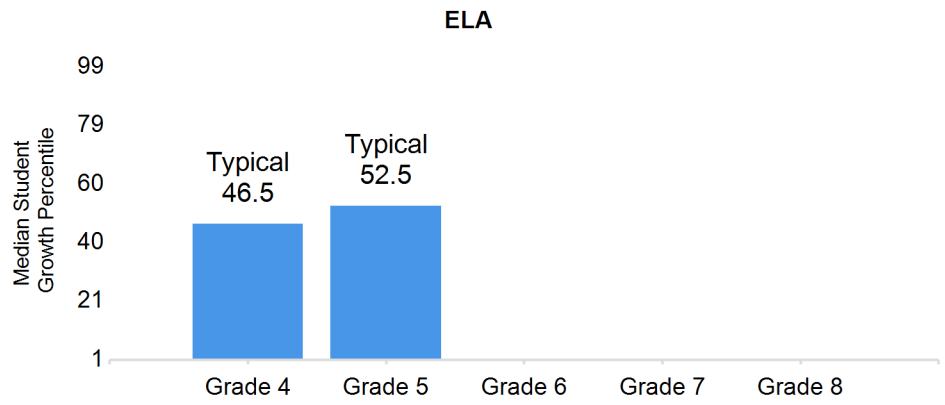
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

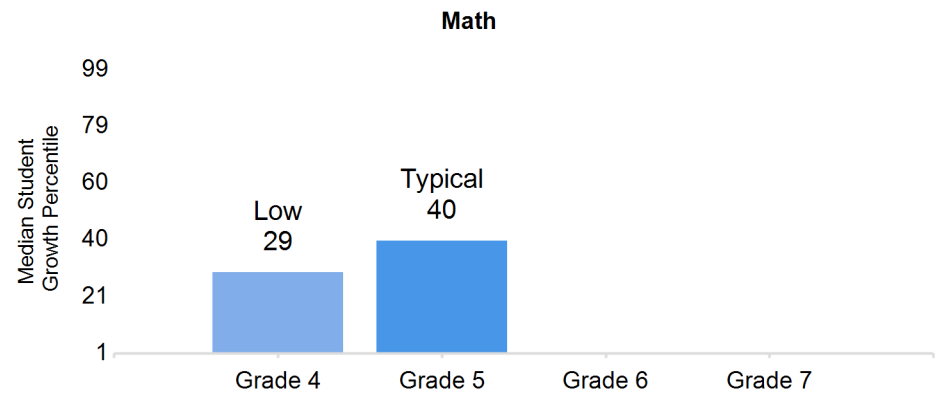




Student Growth by Grade

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	234	95.3	28.2	27.4	56.7	28.2	32	Met Target†
White	N	N	N	*	65.6	N	**	**
Hispanic	19	95.0	21.1	27.1	42.5	21.1	N	N
Black or African American	215	95.7	28.9	27.2	37.3	28.9	32.5	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	110	94.9	34.5	33.7	64.5	34.5		
Male	124	95.6	22.6	21.6	49.4	22.6		
Economically Disadvantaged Students	177	94.8	31.1	*	38.5	31.1	31.9	Met Target†
Non-Economically Disadvantaged Students	57	96.8	19.3	*	67.5	19.3		
Students with Disabilities	24	96.3	*	*	21.6	*	4	Met Target
Students without Disabilities	210	95.1	*	*	63.9	*		
English Learners	50	87.9	*	*	27.3	*	18	Not Met
Non-English Learners	184	97.4	*	*	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		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	722	721	750	31%	18%	22%	*	*	29%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	719	736	*	*	*	*	*	*	38%
Black or African American	*	*	721	733	*	*	*	*	*	*	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	47	724	725	756	28%	*	*	*	*	32%	57%
Male	47	720	717	744	34%	*	*	*	*	26%	46%
Economically Disadvantaged Students	70	725	721	733	27%	*	*	*	*	30%	34%
Non-Economically Disadvantaged Students	24	713	724	762	42%	*	*	*	*	25%	64%
Students with Disabilities	10	698	699	719	*	0%	*	*	*	10%	24%
Students without Disabilities	84	725	724	756	*	20%	*	*	*	31%	57%
English Learners	31	693	699	712	*	*	*	*	*	*	15%
Non-English Learners	63	736	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	73	733	731	756	14%	27%	27%	*	*	32%	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	32	742	733	762	*	*	*	*	*	47%	63%
Male	41	726	728	751	*	*	*	*	*	20%	53%
Economically Disadvantaged Students	55	734	731	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	18	731	730	767	*	*	*	*	*	22%	70%
Students with Disabilities	12	709	704	726	*	*	*	*	*	*	25%
Students without Disabilities	61	738	734	762	*	*	*	*	*	*	64%
English Learners	11	703	709	720	*	*	*	*	*	*	17%
Non-English Learners	62	738	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	73	734	729	755	14%	19%	41%	26%	0%	26%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	*	*	733	743	*	*	*	*	*	*	43%
Black or African American	64	734	*	738	*	*	41%	27%	0%	27%	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	*	*	*	763	*	*	*	*	*	*	65%
Female	33	737	732	762	*	*	42%	*	*	27%	66%
Male	40	731	726	749	*	*	40%	*	*	25%	51%
Economically Disadvantaged Students	56	735	729	739	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	17	729	727	766	*	*	*	*	*	18%	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	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

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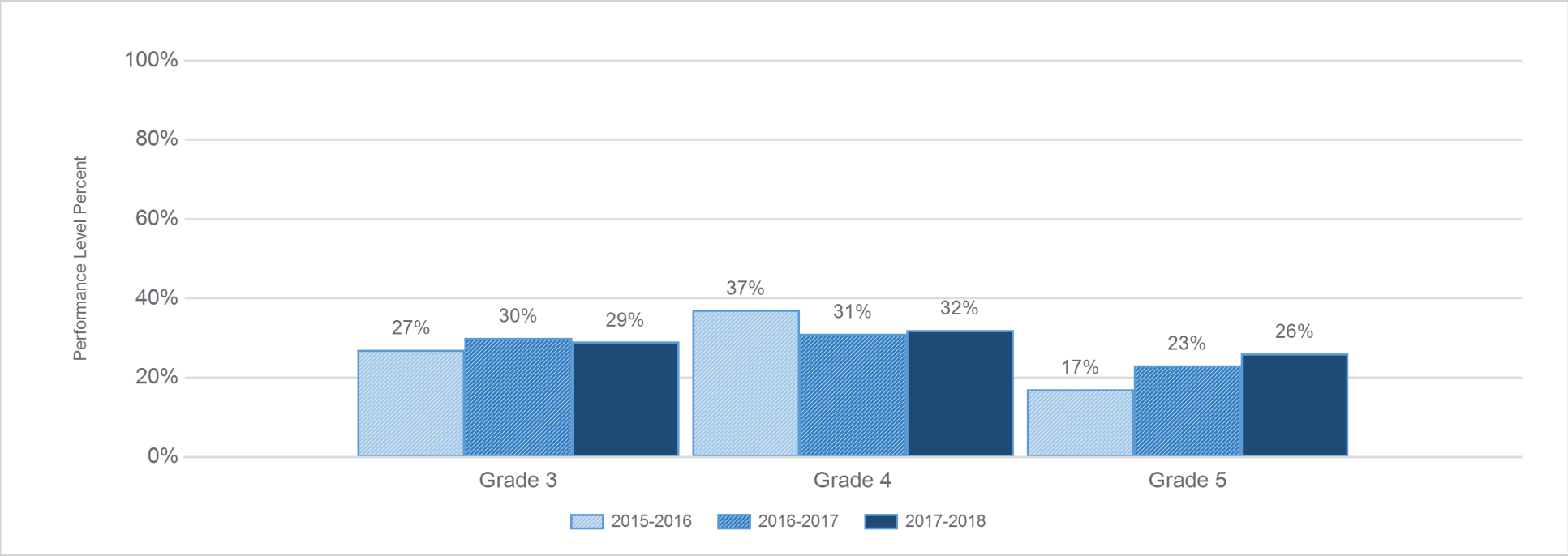
English Language Arts/Literacy Assessment - Performance Trends

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	240	98.1	15.9	*	45.0	15.9	22.9	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	19	95.0	15.8	15.2	29.2	15.8	N	N
Black or African American	221	98.3	15.9	*	23.4	15.9	21	Not Met
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	112	99.2	15.2	*	46.0	15.2		
Male	128	97.1	16.4	*	43.9	16.4		
Economically Disadvantaged Students	183	98.0	17.4	14.2	26.6	17.4	25.1	Not Met
Non-Economically Disadvantaged Students	57	98.4	10.6	13.0	55.9	10.6		
Students with Disabilities	24	96.3	*	*	17.1	*	4	Met Target
Students without Disabilities	216	98.3	*	*	50.5	*		
English Learners	56	100.0	*	*	24.6	*	15.3	Not Met
Non-English Learners	184	97.4	*	*	46.9	*		
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	98	727	728	752	14%	31%	38%	*	*	17%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	728	739	*	*	*	*	*	*	38%
Black or African American	*	*	727	734	*	*	*	*	*	*	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	48	727	728	752	*	38%	40%	*	*	13%	53%
Male	50	728	728	751	*	24%	36%	*	*	22%	53%
Economically Disadvantaged Students	74	729	728	736	*	*	*	*	*	19%	35%
Non-Economically Disadvantaged Students	24	723	726	762	*	*	*	*	*	13%	66%
Students with Disabilities	10	714	718	730	*	*	*	*	*	*	29%
Students without Disabilities	88	729	729	756	*	*	*	*	*	*	57%
English Learners	35	716	712	726	*	*	*	*	*	*	23%
Non-English Learners	63	734	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

CHANCELLOR AVENUE ELEMENTARY SCHOOL
(13-2330-090)
Grades Offered: KG-05
2017-2018

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

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	717	723	748	28%	39%	20%	*	*	13%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	723	737	*	*	*	*	*	*	34%
Black or African American	75	718	723	730	28%	37%	21%	*	*	13%	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	*	*	*	752	*	*	*	*	*	*	55%
Female	37	717	723	748	*	*	*	*	*	*	50%
Male	42	717	723	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	61	720	724	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	18	709	720	758	*	*	*	*	*	*	62%
Students with Disabilities	12	709	706	725	*	*	*	*	*	*	22%
Students without Disabilities	67	719	725	753	*	*	*	*	*	*	55%
English Learners	17	707	710	722	*	*	*	*	*	*	16%
Non-English Learners	62	720	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

CHANCELLOR AVENUE ELEMENTARY SCHOOL
(13-2330-090)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	714	717	748	38%	25%	22%	14%	0%	14%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	*	*	721	736	*	*	*	*	*	*	32%
Black or African American	67	715	*	730	37%	25%	22%	15%	0%	15%	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	*	*	*	754	*	*	*	*	*	*	55%
Female	34	718	718	749	*	*	*	*	*	*	50%
Male	42	711	715	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	58	716	717	733	*	*	*	*	*	16%	29%
Non-Economically Disadvantaged Students	18	708	715	758	*	*	*	*	*	11%	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	55%
English Learners	12	694	701	718	*	*	*	*	*	*	13%
Non-English Learners	64	718	719	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%

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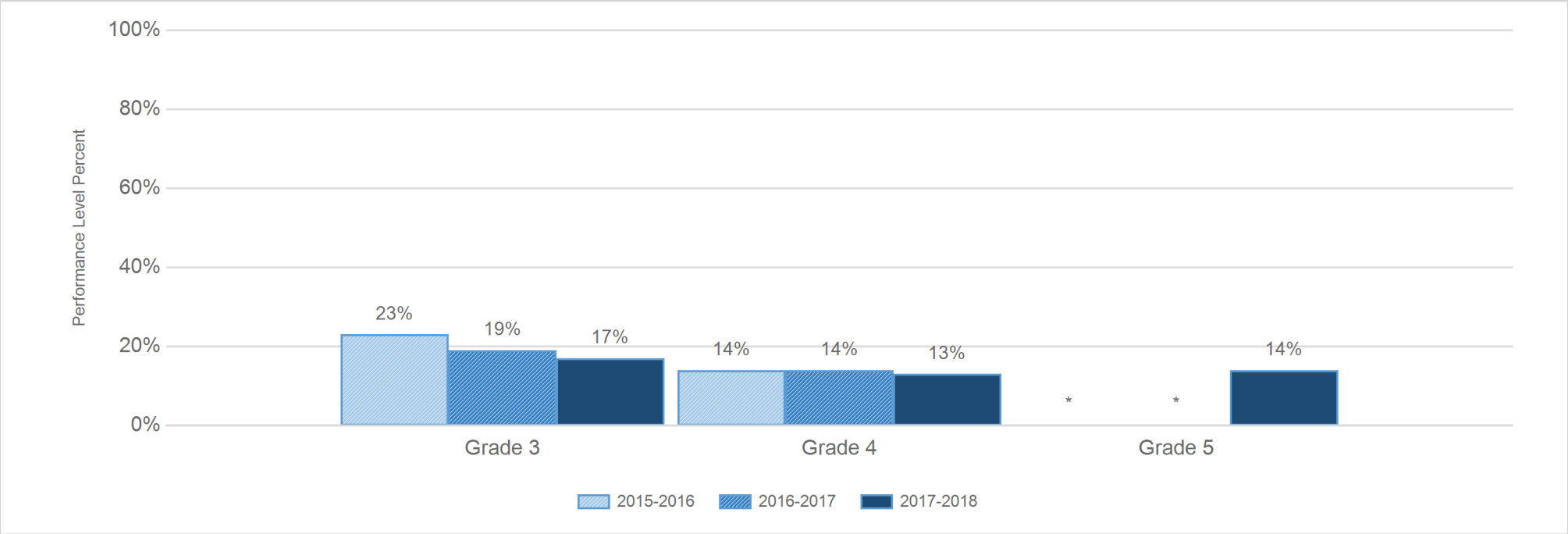
Mathematics Assessment – Performance Trends

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	*	*

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	39.3%	60.7%	Not Met

† 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	61	*	*
3-4	67	*	*
5 or more	31	*	*

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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.

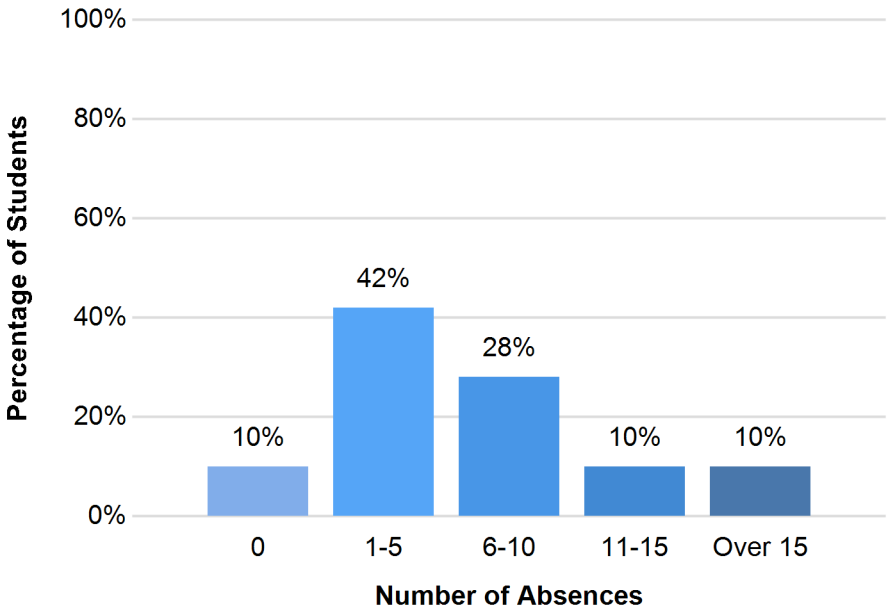
Chronic Absenteeism

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	41	8.2	8.9	Met
White	*	*	**	**
Hispanic	*	*	8.9	Not Met
Black or African American	32	7.0	8.9	Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	32	8.5	8.9	Met
Students with Disabilities	5	14.3	8.9	Not Met
English Learners	9	5.7	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.



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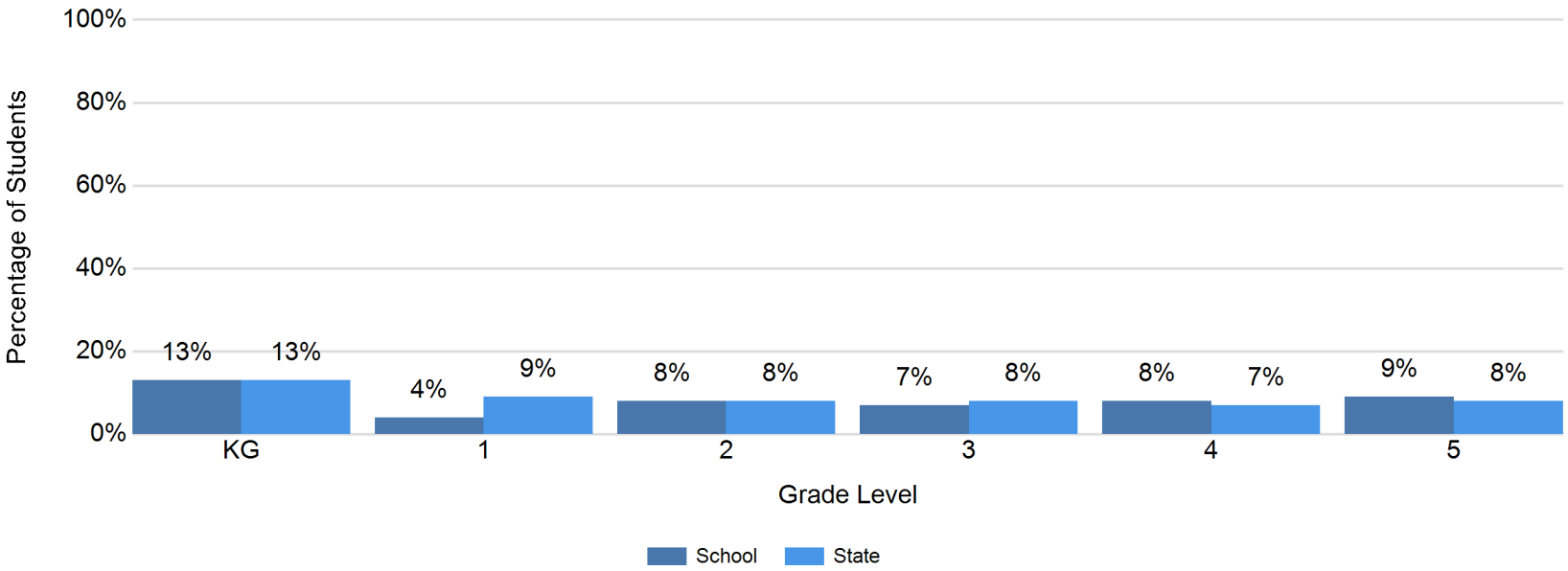
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.41

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	2		2

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	21	4.3%
Any Suspension	21	4.3%
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

NJ SCHOOL PERFORMANCE REPORT

CHANCELLOR AVENUE ELEMENTARY SCHOOL
(13-2330-090)
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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	1.0:1

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

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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	30	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	8.9	10.7
Teachers in district for 4 or more years	66.7%	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	16:1	15:1
Students to Administrators	490:1	208:1
Teachers to Administrators	30:1	14:1
Students to Librarians/Media Specialists		701:1
Students to Nurses		514:1
Students to Counselors		350:1
Students to Child Study Team		234:1

NJ SCHOOL PERFORMANCE REPORT

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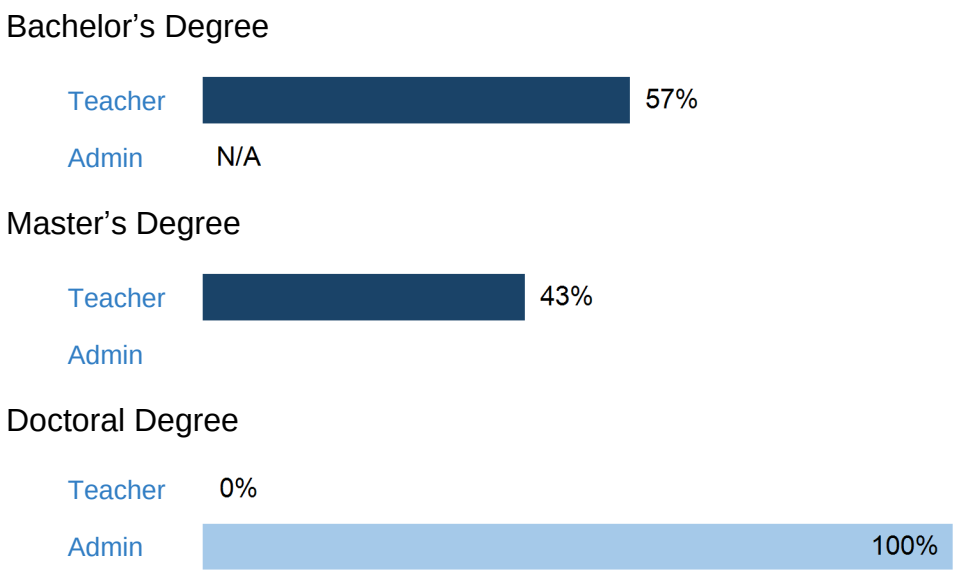
Teachers and Administrators - Level of Education

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	99.0%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	83.3%	0.0%
Male	16.7%	100.0%
White	20.0%	0.0%
Hispanic	3.3%	0.0%
Black or African American	73.3%	100.0%
Asian	3.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	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

CHANCELLOR AVENUE ELEMENTARY SCHOOL
(13-2330-090)
Grades Offered: KG-05
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	8.41	15.0%
Mathematics Proficiency	6.34	15.0%
English Language Arts Growth	50.71	20.0%
Mathematics Growth	9.73	20.0%
Progress Towards English Language Proficiency	16.60	20.0%
Chronic Absenteeism	42.63	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	21.88	n/a
Summative Rating: Percentile Rank of Summative Score	10.01	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	Not Met	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	N	N	**	**	n/a	Not Met	No
Black or African American	41.32	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	36.11	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Not 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:	• Chat and Chew with the Principal sessions are held to provide parents with an opportunity to meet with the principal. • Summer and Spring Community Walks are held in which the principal and staff visit homes to meet and speak with parents. • Family Game Night is held to provide an opportunity for students, parents and families to get to know one another.
Mission, Vision, Theme:	Chancellor Avenue Elementary School is a diverse community of K-5 students. We are committed to pursuing academic excellence and developing character and creativity in our students. Our mission is to provide a learning environment that is rich with experiences to enhance the cognitive, social, and emotional development of the whole child so each student is prepared to be a shaping force for the 21st century.
Awards, Recognition, Accomplishments:	Chancellor Avenue School students have been recognized for many accomplishments. One student placed 1st in the Essex County Fire Prevention and Protection Association Poster Contest. Two students achieved 3rd Place in the Martin Luther King Jr. Essay Contest, one in Grade 3 and one in Grade 4. Chancellor has received recognition and donations from numerous organizations in Irvington and surrounding towns.

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Courses, Curriculum, Instruction:	Chancellor Avenue Elementary School exemplifies the District's commitment to academic excellence. Our comprehensive integrated curriculum is aligned to the New Jersey Student Learning Standards and is implemented by our highly trained educators using current, evidence-based practices. We set high academic standards while simultaneously developing intellectual curiosity and independence of thought.
Sports and Athletics:	Sports Offered: Basketball (Boys), Cheerleading (Girls) Chancellor Avenue School has a basketball team and cheerleading squad that practices for games and then competes against other Irvington elementary schools. In addition, the students practice for the Play Unified Day and the Special Olympics.
Clubs and Activities:	Chancellor provides several extracurricular activities to enrich our students' learning experience. Currently, we offer the following clubs and activities: National Elementary Honor Society, Safety Patrol, Chorus, and Student Council. Our critically acclaimed Chorus is frequently invited to perform throughout the community. Our Student Council participates in the Irvington Township Annual Memorial Day Parade and the Irvington Township Fire Department Annual Breast/Colon Cancer Awareness Walk.

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Before and After School Programs:	Chancellor offers an After School Enrichment program, an After School Enhancement program and an After School Bilingual program that serves students in grades 3 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 assessments. The program is taught by highly qualified teachers who are required to maintain progress data for each student. The teachers provide re-teaching and/or acceleration as needed.
Staff and Professional Learning:	Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in 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, Imagine Learning, After School Enrichment programs in Mathematics and English Language Arts, Care Plus counseling program, ESL/Bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.
Student Health and Wellness:	Chancellor Avenue School participates in the Breakfast After the Bell program. Students are provided with a daily healthy and nutritious breakfast. A comprehensive Physical Education curriculum is implemented during Physical Education classes. Our School Nurse maintains and regularly updates a bulletin board that provides health and wellness information and our school annually conducts a Breast and Colon Cancer Awareness Walk around the school.
Parent and Community Involvement:	Chancellor is a community-based school providing resources and services to parents and opportunities for parents to share responsibility for their children's success. To strengthen our partnership with parents, we conduct Community Walks, Parent Meetings and Chat & Chew with the Principal sessions. Chat & Chew with the Principal sessions are open-forums for parents to discuss various topics and concerns with the principal.

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Facilities:	Chancellor Avenue School is a classic American school building that maintains much of its original style. We have an auditorium that is used daily with a seating capacity of 500. All of our classrooms are equipped with interactive SmartBoards or Clear Touch Boards. Chancellor is equipped with wireless access points throughout the building to effectively support teaching and learning. Chromebook carts have been purchased for the last 3 years in an effort to infuse technology into instruction.

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Other Information:	Chancellor Avenue School provides an environment in which every student is respected and given the opportunity to develop strong character, attitudes, and values. Character education is taught through The Six Pillars of Character Education: trustworthiness, respect, responsibility, fairness, caring and citizenship and The Ten Traits of the Irvington Public Schools: respect, responsibility, empathy, compassion, attitude, motivation, accountability, persistence, trustworthiness, integrity. We begin each day with Morning Convocation, a structured celebration of school pride and affirmation of our greatness. Sample activities include the recitation of school pledges and rules, the singing of patriotic and motivational songs, and the presentation of daily announcements. Students and staff are regularly recognized on their birthday and for academic and personal accomplishments. Morning Convocation energizes and focuses the entire community on achieving their full academic and social potential throughout the day. We celebrate the personal and academic accomplishments each quarter during our Marking Period Awards Ceremonies. Our most unique and exciting program is called “Picture Me Tomorrow." It is an integration of character education, career awareness and goal setting. Students engage in career research, compose grade appropriate essays on a chosen profession, and then come to school on Halloween dressed in career attire. We have a Chorus that practices for performances that are presented at the school and throughout the city. We promote parental involvement by encouraging parents to join the PTA and/or the School Leadership Council (SLC); attend school assembly programs and Back to School Night; and chaperone field trips. We are committed to preparing our students to be 21st century thinkers and learners and college and career ready.