NJ SCHOOL PERFORMANCE REPORT

MADISON AT CHANCELLOR SOUTH
(13-2330-120)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	ESSEX
District	IRVINGTON TOWNSHIP
Principal Name	MS. WRIGHT
Address	36 MT. VERNON AVENUE IRVINGTON, NJ 07111
Phone Number	(973)399-6871
Email Address	MWRIGHT@IRVINGTON.K12.NJ.US
Website	https://irvington.k12.nj.us/schools/madison-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	6	28
KG	46	50	36
1	55	48	50
2	51	52	54
3	56	43	48
4	61	60	42
5	53	56	55
Total	322	315	313

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	45.7%	47.0%	48.2%
Male	54.3%	53.0%	51.8%
Economically Disadvantaged Students	79.5%	73.3%	70.0%
Students with Disabilities	6.2%	5.1%	4.2%
English Learners	17.1%	19.0%	17.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.6%	1.0%
Military-Connected Students		0.3%	0.3%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.0%	0.3%	0.6%
Hispanic	18.9%	19.4%	20.4%
Black or African American	79.5%	78.4%	76.7%
Asian	1.2%	1.0%	1.6%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.3%	0.3%
Two or More Races	0.0%	0.3%	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	6	28
KG - Half Day	0	0	0
KG - Full Day	46	50	36

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	61.7%
Spanish	18.2%
Haitian	16.6%
Other Languages	3.5%

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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	36	49	50	Not Met	42	44	50	Met Standard
White	N	*	50	**	N	*	51	**
Hispanic	42.5	53	49	**	45	45	48	**
Black or African American	34	47	44	Not Met	39.5	44	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	64	61	**	*	76	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	35	48	48	Not Met	42	45	47	Met Standard
Students with Disabilities	41.5	36	41	**	67.5	35	43	**
English Learners	*	49	54	**	53	37	51	**

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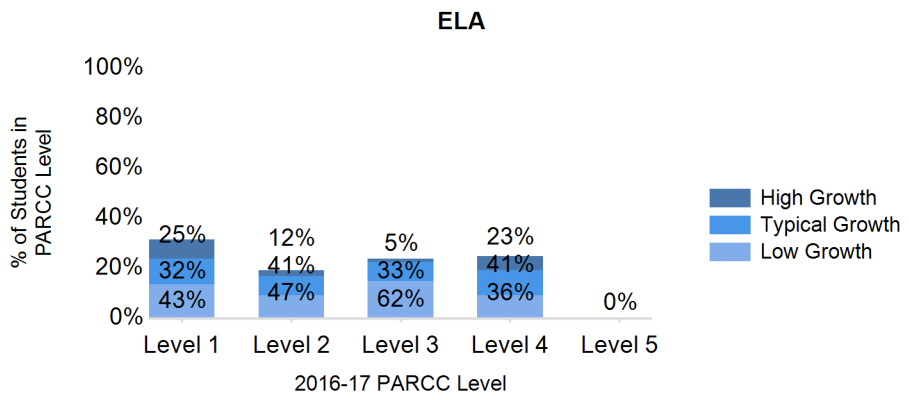
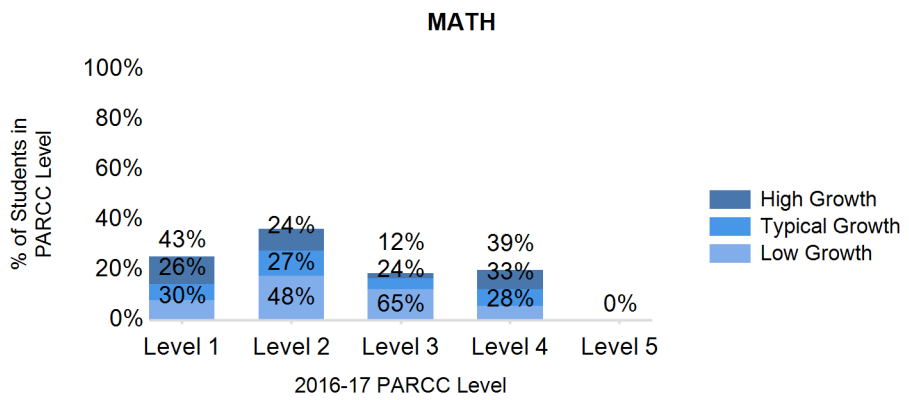
Student Growth by Performance Level

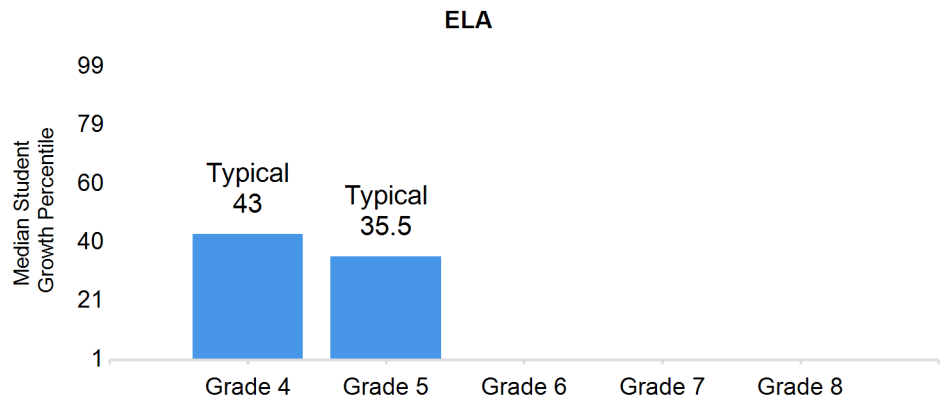
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

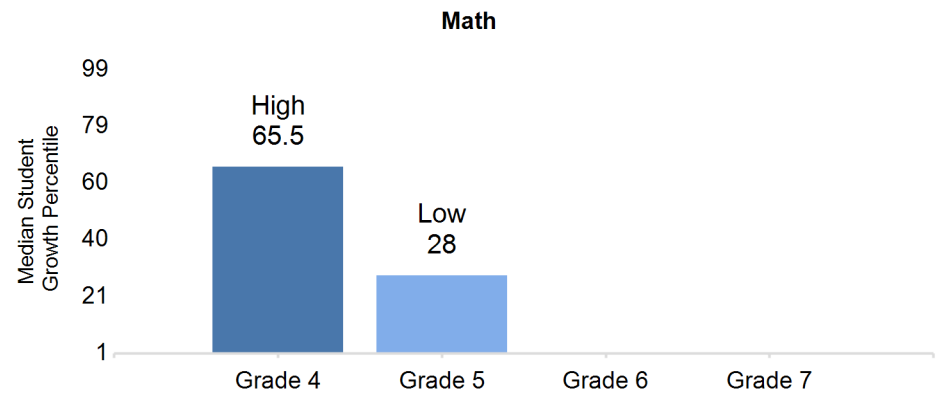




Student Growth by Grade

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	138	95.9	26.8	27.4	56.7	26.8	31.3	Met Target†
White	N	N	N	*	65.6	N	**	**
Hispanic	24	96.0	20.9	27.1	42.5	20.9	28.3	Met Target†
Black or African American	108	95.6	27.8	27.2	37.3	27.8	32.2	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	*	*	*	*	63.4	*	**	**
Female	61	95.3	32.8	33.7	64.5	32.8		
Male	77	96.3	22.1	21.6	49.4	22.1		
Economically Disadvantaged Students	112	94.9	28.6	*	38.5	28.6	30.5	Met Target†
Non-Economically Disadvantaged Students	26	100.0	19.2	*	67.5	19.2		
Students with Disabilities	15	100.0	13.3	*	21.6	13.3	**	**
Students without Disabilities	123	95.4	28.5	*	63.9	28.5		
English Learners	15	93.7	*	*	27.3	*	**	**
Non-English Learners	123	96.1	*	*	59.4	*		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	*	*	*	13.0	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	42	726	721	750	24%	26%	24%	*	*	26%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	719	736	*	*	*	*	*	*	38%
Black or African American	33	728	721	733	*	*	*	*	*	30%	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	20	730	725	756	*	*	*	*	*	30%	57%
Male	22	723	717	744	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	*	*	721	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	724	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	699	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	724	756	*	*	*	*	*	*	57%
English Learners	*	*	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	38	733	731	756	26%	*	*	*	*	39%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	726	744	*	*	*	*	*	*	44%
Black or African American	30	731	731	739	*	*	*	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	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	13	734	733	762	*	*	*	*	*	38%	63%
Male	25	732	728	751	*	*	*	*	*	40%	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	*	*	*	732	*	*	*	*	*	*	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	57	722	729	755	23%	33%	25%	19%	0%	19%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	*	*	733	743	*	*	*	*	*	*	43%
Black or African American	45	722	*	738	22%	33%	27%	*	*	18%	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	28	728	732	762	*	*	*	*	*	*	66%
Male	29	716	726	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	43	721	729	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	14	724	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	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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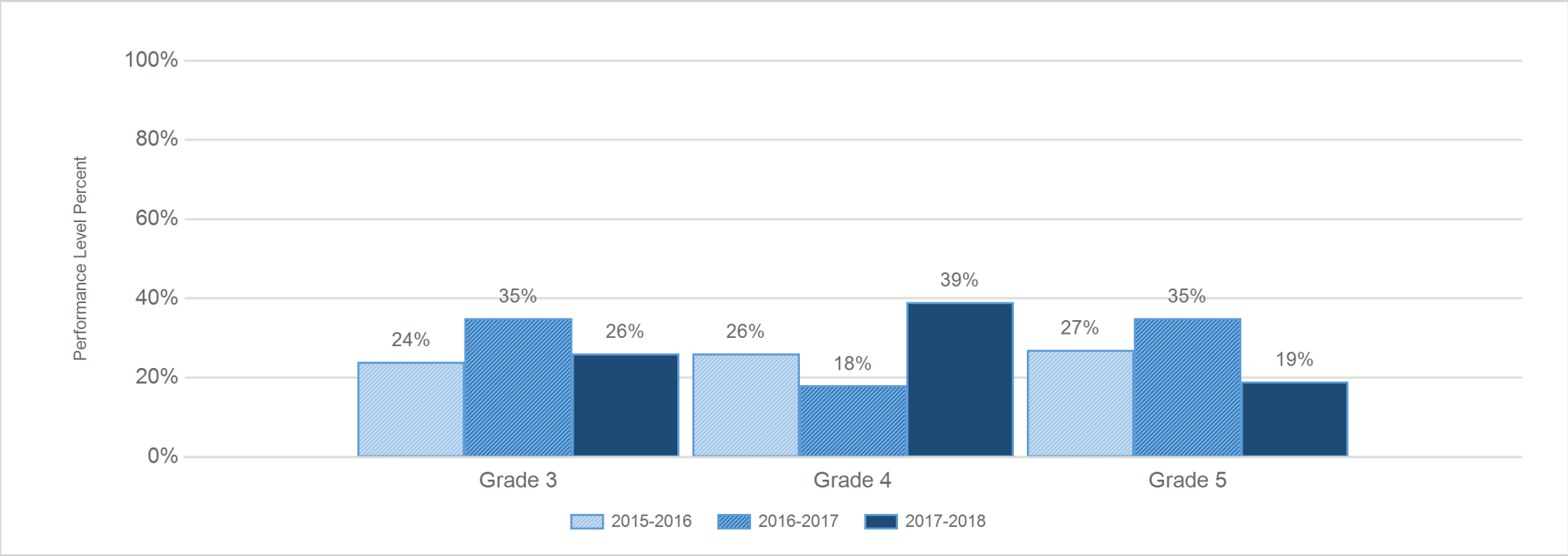
English Language Arts/Literacy Assessment - Performance Trends

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	144	96.7	15.3	*	45.0	15.3	26.3	Not Met
White	N	N	N	*	54.1	N	**	**
Hispanic	24	96.0	12.5	15.2	29.2	12.5	34.6	Not Met
Black or African American	114	96.7	16.6	*	23.4	16.6	24.7	Not Met
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	*	*	*	*	53.0	*	**	**
Female	63	97.0	14.3	*	46.0	14.3		
Male	81	96.6	16.1	*	43.9	16.1		
Economically Disadvantaged Students	115	95.9	15.6	14.2	26.6	15.6	25.7	Not Met
Non-Economically Disadvantaged Students	29	100.0	13.7	13.0	55.9	13.7		
Students with Disabilities	15	100.0	20.0	*	17.1	20.0	**	**
Students without Disabilities	129	96.4	14.8	*	50.5	14.8		
English Learners	21	100.0	*	*	24.6	*	11.9	Met Target†
Non-English Learners	123	96.1	*	*	46.9	*		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	719	728	752	27%	39%	*	*	*	16%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	728	739	*	*	*	*	*	*	38%
Black or African American	40	720	727	734	33%	28%	*	*	*	18%	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	22	721	728	752	*	*	*	*	*	23%	53%
Male	27	717	728	751	*	*	*	*	*	11%	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	11	695	712	726	*	*	*	*	*	*	23%
Non-English Learners	38	726	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	*	*	*	737	*	*	*	*	*	*	46%

NJ SCHOOL PERFORMANCE REPORT

MADISON AT CHANCELLOR SOUTH
(13-2330-120)
Grades Offered: PK-05
2017-2018

Report Key:
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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	39	731	723	748	*	28%	28%	*	*	26%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	723	737	*	*	*	*	*	*	34%
Black or African American	31	731	723	730	*	*	*	*	*	29%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	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	13	731	723	748	*	*	*	*	*	15%	50%
Male	26	732	723	748	*	*	*	*	*	31%	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	*	*	*	731	*	*	*	*	*	*	32%

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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	58	711	717	748	*	*	*	*	*	*	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	*	*	721	736	*	*	*	*	*	*	32%
Black or African American	46	710	*	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	*	*	*	754	*	*	*	*	*	*	55%
Female	29	712	718	749	*	*	*	*	*	*	50%
Male	29	711	715	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	44	711	717	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	14	714	715	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	717	752	*	*	*	*	*	*	55%
English Learners	*	*	701	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	719	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%

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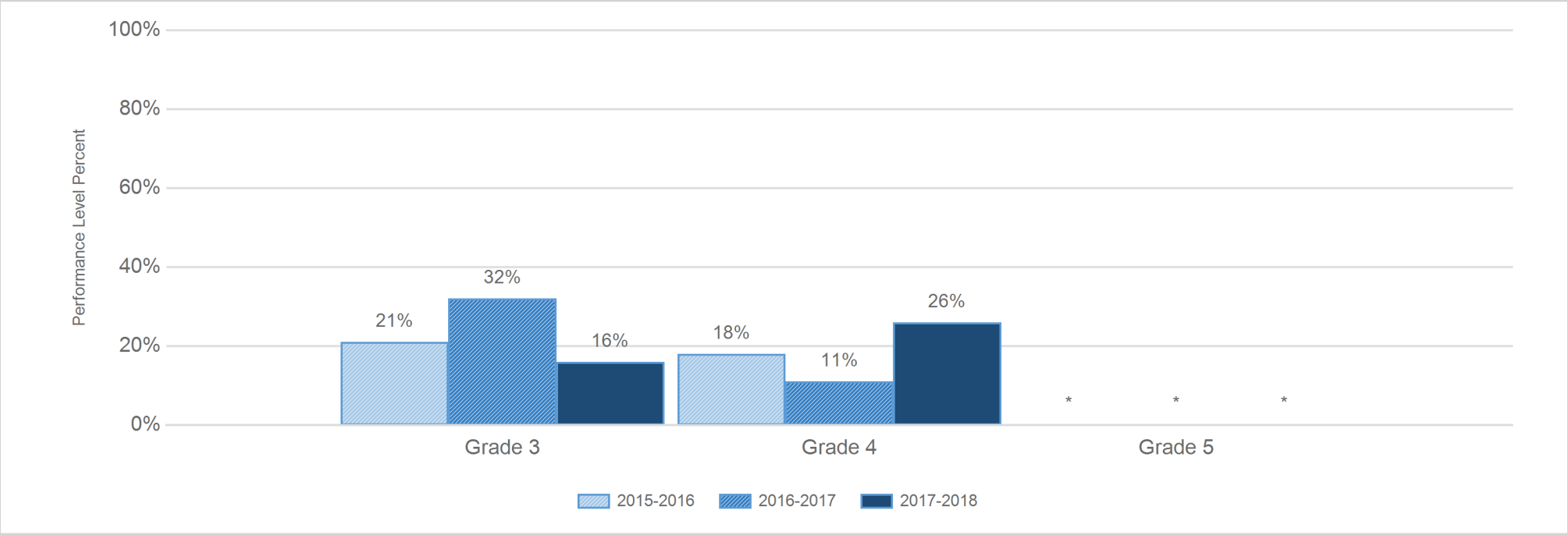
Mathematics Assessment – Performance Trends

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	*	*
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	69.7%	60.7%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	83.3%	16.7%
3-4	19	52.6%	47.4%
5 or more	12	*	*

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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.

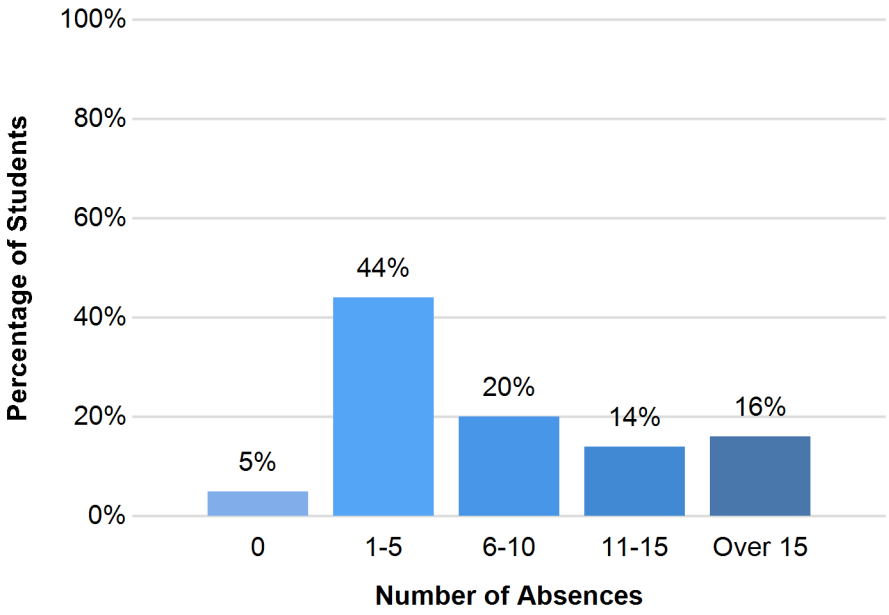
Chronic Absenteeism

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	38	13.3	8.9	Not Met
White	*	*	**	**
Hispanic	7	11.3	8.9	Not Met
Black or African American	30	13.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	30	14.4	8.9	Not Met
Students with Disabilities	2	12.5	**	**
English Learners	4	7.5	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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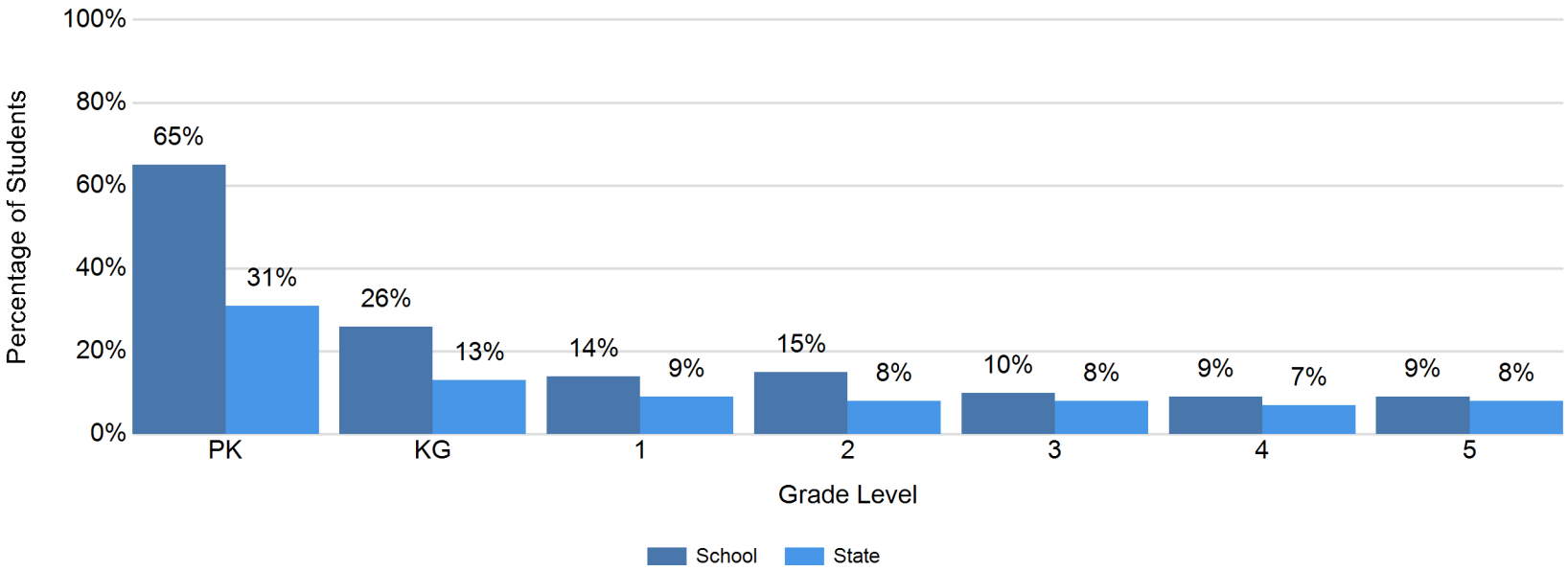
Chronic Absenteeism by Grade

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	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.32

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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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	1.1:1

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	22	117,464
Average years experience in public schools	10.6	12.0
Average years experience in district	8.4	10.7
Teachers in district for 4 or more years	68.2%	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	14:1	15:1
Students to Administrators	313:1	208:1
Teachers to Administrators	22:1	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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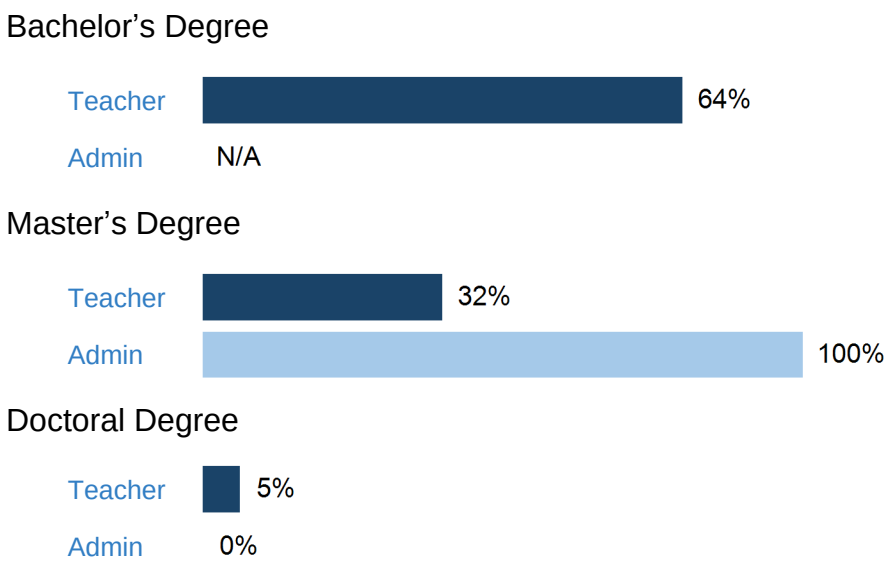
Teachers and Administrators - Level of Education

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	99.9%

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Teachers: All classroom teachers
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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	77.3%	100.0%
Male	22.7%	0.0%
White	50.0%	0.0%
Hispanic	4.5%	0.0%
Black or African American	40.9%	100.0%
Asian	4.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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MADISON AT CHANCELLOR SOUTH
(13-2330-120)
Grades Offered: PK-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	8.18	15.0%
Mathematics Proficiency	6.04	15.0%
English Language Arts Growth	9.00	20.0%
Mathematics Growth	24.87	20.0%
Progress Towards English Language Proficiency	83.40	20.0%
Chronic Absenteeism	22.84	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	27.87	n/a
Summative Rating: Percentile Rank of Summative Score	16.00	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	Not Met	Met Standard	Met Target	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	Met Target†	Not Met	**	**	n/a	Not Met	No
Black or African American	28.76	14.08	No	Met Target†	Not Met	Not Met	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	22.48	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	**	No
English Learners	**	**	No	**	Met Target†	**	**	**	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:	• Monthly parent workshops are held ranging in topics from the Student Learning Standards to health and wellness. • Using the headline, A Hand of Respect Goes a Long Way, parents participate in our school Week of Respect activities. • The PTA sponsors an annual Field Day for students with games, obstacle courses, and rides with the primary focus on developing team building skills.
Mission, Vision, Theme:	Madison Avenue School is committed to creating a safe and nurturing environment that promotes teaching and learning. We understand, the vital importance that a strong academic foundation is needed to be a successful citizen in society. It is our mission to develop every child's academic potential and their ability to be a contributing member to our community both now and in the future.
Awards, Recognition, Accomplishments:	Madison Avenue School students participated in district-wide and community based events. We placed first and second in the Martin Luther King, Jr. essay contest and the district's Spelling Bee respectively. Students and staff participated in the Irvington Breast and Colon Cancer Awareness Walk, Irvington Township 5K Run/Walk, and Special Olympics/Unified Games. Our Intellectually Gifted (IG) students participated in Law Day, which entails students portraying roles of citizens, lawyers, prosecutors, law enforcement officers, jurors, and magistrates in a Supreme Court situation. The simulated real-time court scenario exposed our students to important aspects of the United States Justice System.

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Courses, Curriculum, Instruction:	At Madison Avenue, students are provided with opportunities to achieve their personal best through challenging curriculums and differentiated instruction; while at the same time utilizing a variety of evaluation tools, to improve overall academic performance. With Chromebook carts and a computer-lab, students infuse technology in daily instruction. The mathematics and English language arts programs are comprehensive and aligned to the NJ Student Learning Standards.
Sports and Athletics:	Sports Offered: Basketball (Coed) Madison Avenue School formed its first basketball team. The formation of the team helped promote the health and wellness of our students by offering an opportunity to move their bodies - a national initiative. In addition, students developed a team work spirit that fosters positive character traits. Students had an opportunity to compete against other elementary schools within the district.
Clubs and Activities:	Clubs and activities are critical elements of our school community as they provide additional opportunities for students to boost their academic performance, increase their physical health, while providing a continuous safe structured social environment after regular school hours. The after-school programs offered at the school include: Elementary Honor Society, Student Council, Basketball, Cheerleading, and Step Team. Madison Avenue School placed 1st in the District-wide Martin Luther King Essay Writing Contest. Students are regular contributors to the Essex County Pride Essay Contest.

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Before and After School Programs:	Madison Avenue School offers an after-school academic enrichment 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 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 in-school behaviorist services.
Student Health and Wellness:	Madison participates in the Breakfast After the Bell program in which students receive a nutritiously approved breakfast. Students engaged in an interactive fitness and wellness assembly program to promote healthy eating and physical wellness. During Wellness Week, announcements were made concerning breast and colon cancer facts and statistics. Wellness tips regarding cancer was shared with the school every morning during Wellness Week. Pink and blue colors were worn to display awareness and support. Scholars and staff walked around the school in support of efforts to bring awareness. Wellness Pledges were distributed through physical education classes to promote healthy habits. Students participated in Irvington Public Schools Special Olympics event and Oral Health Assembly.
Parent and Community Involvement:	Madison Avenue School has a supportive Parent-Teacher Association (PTA). The PTA meets once a month to discuss ways to help improve the educational experience of our students. PTA sponsors our annual field day event. This event is aligned with our health and wellness goals. Many of our school events involving parents are led by our parent coordinator who offers monthly meetings during the school day and early evening. Parent workshops range from academics to parenting skills. Our parent coordinator and PTA work in conjunction with our teachers to make the workshops possible. Two of our most well-attended events include our Meet & Greet to kick-off the school year and the Family Reading Night Pajama Party to promote the love of reading. Parents are recognized at the end of the year for their participation and support. Parents have access to the District Parent Portal and each teacher communicates daily via Class DoJo, in addition to traditional methods of communication.

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Climate Surveys:	Is a Climate Survey Used: No
Facilities:	In addition to 14 regular classrooms, our facility has a computer lab, art room, gymnasium, music room, two Prekindergarten classrooms, and a room designated and used for parental meetings and workshops. Our nursing office was recently upgraded with a new floor and ceiling tiles. All of our classrooms are equipped with interactive SmartBoards or Clear Touch Boards. Chromebook Carts have been purchased in an effort to infuse technology into instruction.

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Early Childhood Education:	Madison 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.

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Other Information:	Madison Avenue Elementary School is a pre-kindergarten to grade-5 school with a mission to provide a quality learning experience that is sensitive to the needs of a culturally-diverse community. Our student population is comprised of approximately 300 scholars. Our rich, culturally-diverse learning community enhances understanding, acceptance and tolerance of all people within the Irvington community, as well as, the global-community at large. With focused district and school-level administrative leadership, the instructional staff facilitates academic-programs that are standard and research-based, providing students with the necessary critical-thinking skills, values, and ideals that will propel them into becoming productive citizens in the 21st Century. Teachers remain on the cutting edge by participating in professional development that offers best practices and research-based strategies that are in alignment with the New Jersey Student Learning Standards. As a professional learning community, we continue to search for ways to enhance all instruction with rigor, relevance, and relationships. As a result, we have narrowed the focus with aggressive job-embedded professional development, incorporating joint planning, peer-coaching, data-analysis and action-research. We believe that a healthy child contributes to his/her overall success as a student and community-member. To that end, we enthusiastically partner with the YW-MCA's Healthy U-CATCH and Child Abuse Prevention Program (CAPP). Our Parent-Teacher Association (PTA), the parental arm of our learning community, works diligently to ensure that parents and families have a voice in the process. They not only provide rich experiences for all students, but several sit on the School Leadership Council, providing the necessary input for instructional best practices. Madison Avenue School strives to ensure that our students are 21st century learners and thinkers and are college and career ready.