



KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation
(07-1799-111)
Grades Offered: KG-08
2018-2019

Report Key:

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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 at 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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Camden
District	KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation
Principal Name	Ms. Joanna Belcher
Address	525 Clinton Street Camden, NJ 08103
Phone Number	973-622-0905
Email Address	jbelcher@kippnj.org
Website	http://www.kippnj.org
Facebook	https://www.facebook.com/KIPPNJ/
Twitter	https://twitter.com/KIPPNJ



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	116	115	119
1	108	117	117
2	134	112	124
3	34	133	113
4	61	51	155
5	188	224	164
6	76	217	232
7	68	85	229
8	65	67	96
Total	850	1,121	1,349

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	46.6%	48.3%	48.9%
Male	53.4%	51.7%	51.1%
Economically Disadvantaged Students	97.3%	97.5%	97.2%
Students with Disabilities	16.4%	18.1%	19.1%
English Learners	7.6%	8.1%	8.2%
Homeless Students	3.9%	3.6%	4.4%
Students in Foster Care	0.8%	1.3%	0.7%
Military-Connected Students	0.0%	0.6%	0.9%
Migrant Students	0.0%	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	2016-17	2017-18	2018-19
White	1.4%	0.6%	0.4%
Hispanic	32.8%	35.1%	36.0%
Black or African American	57.5%	57.3%	55.3%
Asian	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.5%	0.5%
American Indian or Alaska Native	1.9%	1.3%	1.2%
Two or More Races	5.9%	5.1%	6.4%

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	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	116	115	119

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	90.6%
Spanish	9.3%
Other Languages	0.1%



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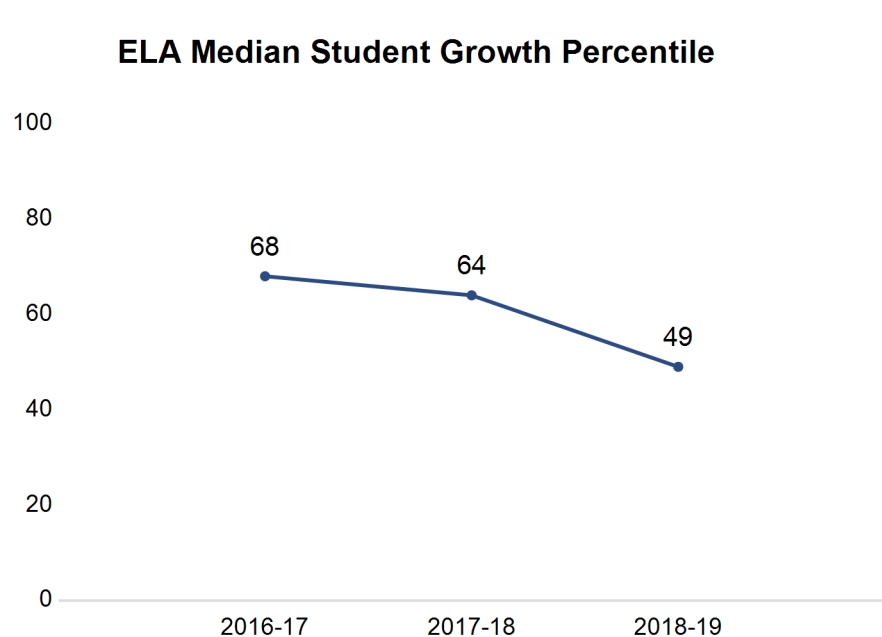
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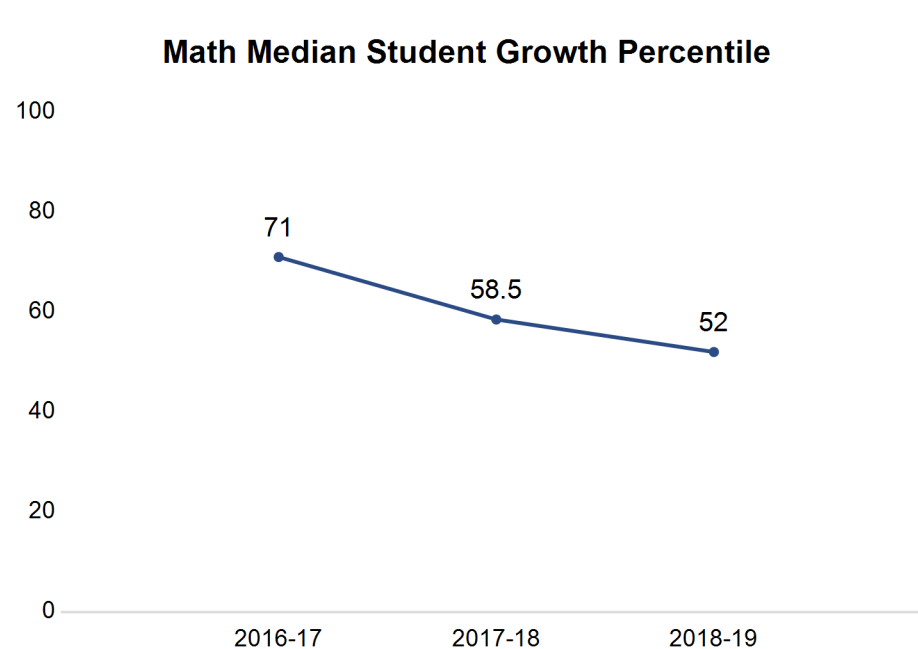
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	68	64	49	71	58.5	52
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50


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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 (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 (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	52	52	50	Met Standard
White	*	*	50	**	*	*	52	**
Hispanic	53	53	49	Met Standard	54	54	47	Met Standard
Black or African American	48	48	45	Met Standard	53	53	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	40.5	40.5	49	Met Standard	30	30	52	**
Female	58	58	53	N	55	55	50	N
Male	42	42	47	N	49	49	51	N
Economically Disadvantaged Students	46	46	48	Met Standard	45	45	46	Met Standard
Students with Disabilities	40	40	43	Met Standard	42	42	45	Met Standard
English Learners	51.5	51.5	52	Met Standard	60	60	50	Exceeds Standard
Homeless Students	43.5	43.5	43	N	22	22	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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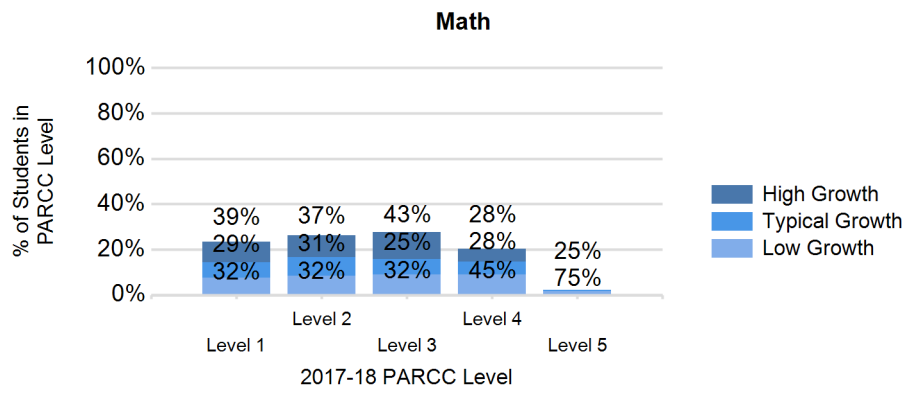
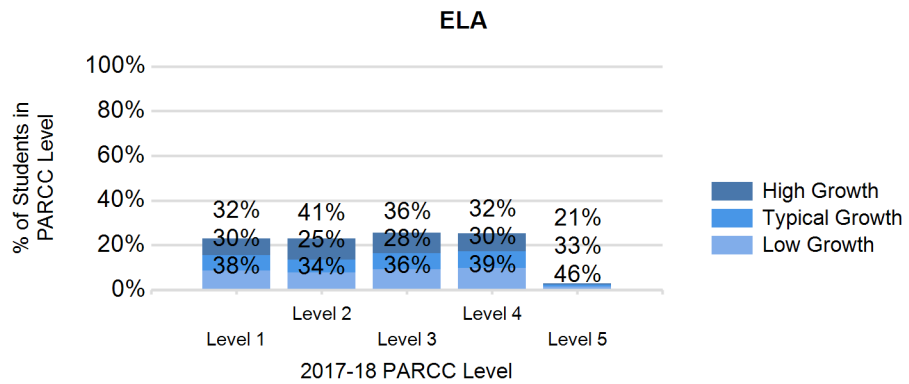
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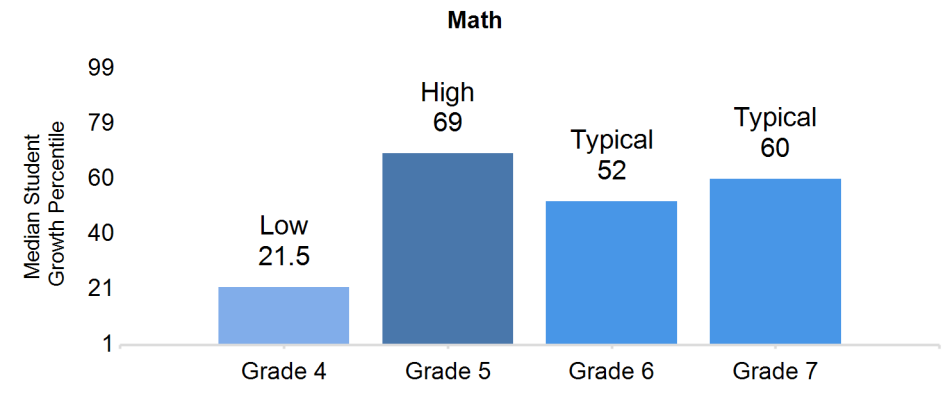
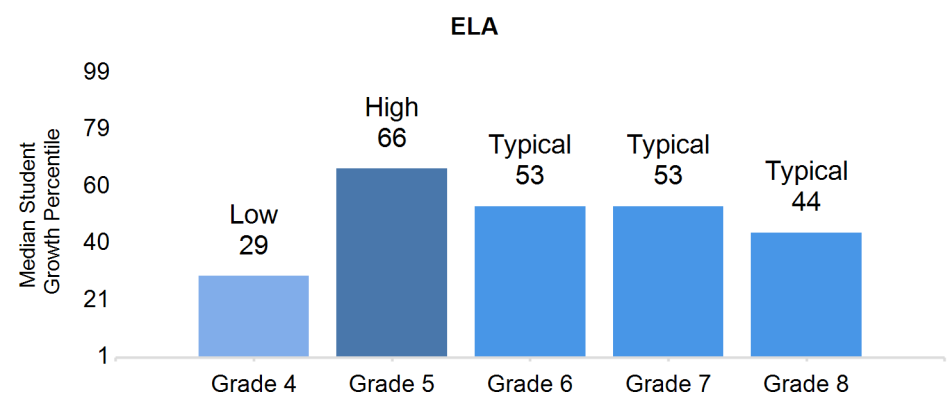
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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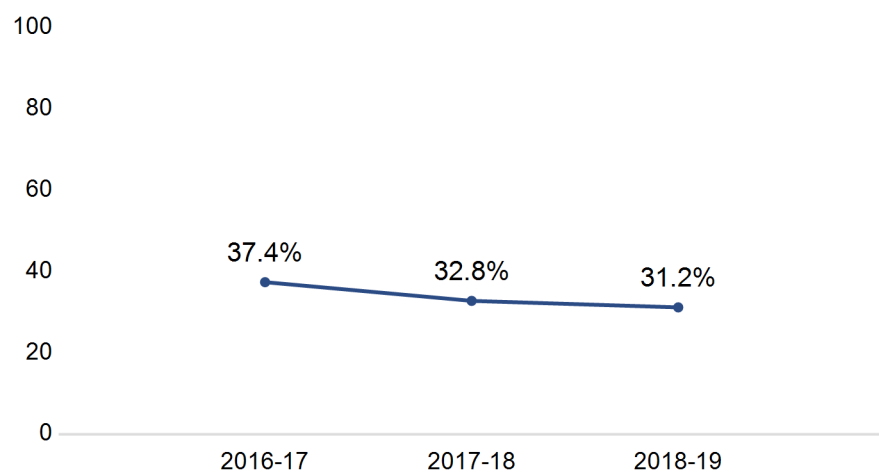
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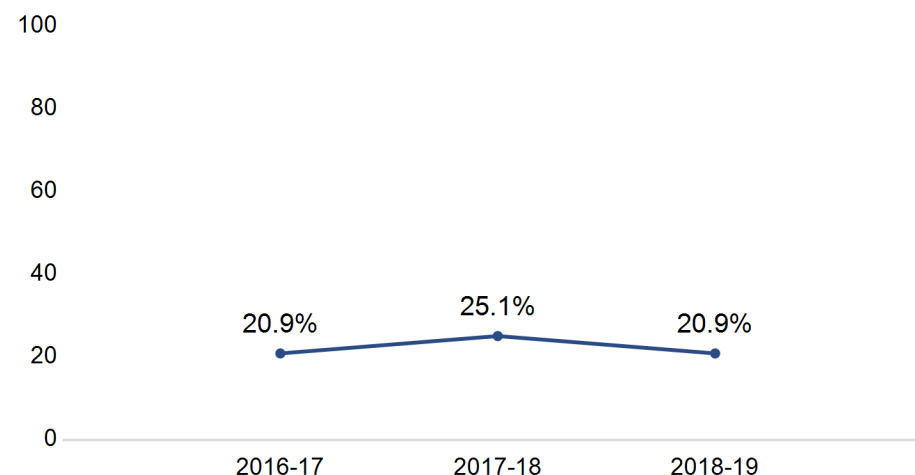
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.6%	98.5%	98.8%	99.6%	98.0%
Proficiency Rate for Federal Accountability	37.4%	32.8%	31.2%	20.9%	25.1%	20.9%
Annual Target	N	39.5%	41.7%	N	23.9%	26.8%
Met Annual Target?	N	Not Met	Not Met	N	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	937	98.5	31.2	31.2	57.9	31.2	41.7	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	371	98.2	27.8	27.8	43.9	27.8	40.5	Not Met
Black or African American	512	98.7	33.0	33.0	38.5	33.0	42.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	35	97.2	40.0	40.0	64.4	40.0	48.7	Met Target†
Female	463	98.5	38.2	38.2	64.8	38.2		
Male	474	98.4	24.3	24.3	51.3	24.3		
Economically Disadvantaged Students	690	98.6	31.6	31.6	40.0	31.6	42.6	Not Met
Non-Economically Disadvantaged Students	247	98.1	30.0	30.0	67.9	30.0		
Students with Disabilities	182	98.4	*	*	22.7	*	15.1	Not Met
Students without Disabilities	755	98.5	*	*	65.1	*		
English Learners	94	96.9	22.3	22.3	29.3	22.3	18.8	Met Target
Non-English Learners	843	98.6	32.1	32.1	60.6	32.1		
Homeless Students	42	100.0	23.8	23.8	29.1	23.8		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	10	100.0	40.0	40.0	57.8	40.0		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

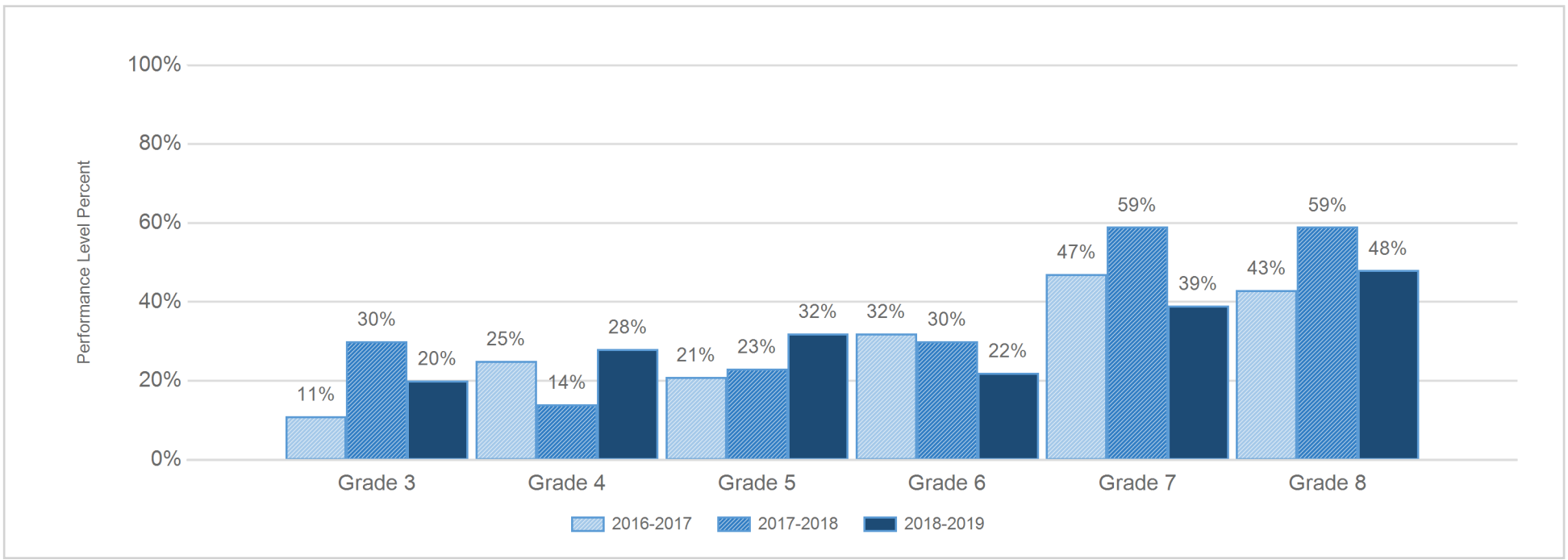


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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	110	720	720	748	24%	33%	24%	20%	0%	20%	50%
White	N	N	N	757	N	N	N	N	N	N	60%
Hispanic	31	720	720	734	*	32%	*	*	*	16%	36%
Black or African American	69	721	721	731	23%	32%	20%	25%	0%	25%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	50	731	731	753	*	30%	*	*	*	28%	55%
Male	60	711	711	743	*	35%	*	*	*	13%	46%
Economically Disadvantaged Students	100	719	719	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	10	731	731	759	*	*	*	*	*	20%	61%
Students with Disabilities	17	699	699	719	*	*	*	*	*	*	24%
Students without Disabilities	93	724	724	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	150	727	727	755	25%	25%	22%	*	*	28%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	72	725	725	743	24%	29%	24%	*	*	24%	44%
Black or African American	67	725	725	739	28%	22%	19%	*	*	30%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	76	732	732	760	18%	24%	24%	*	*	34%	62%
Male	74	722	722	750	31%	27%	20%	*	*	22%	53%
Economically Disadvantaged Students	119	725	725	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	31	735	735	765	*	*	*	*	*	32%	69%
Students with Disabilities	25	697	697	725	*	*	*	*	*	*	25%
Students without Disabilities	125	733	733	761	*	*	*	*	*	*	64%
English Learners	12	730	730	720	*	*	*	*	*	33%	17%
Non-English Learners	138	727	727	758	*	*	*	*	*	28%	60%
Homeless Students	10	705	705	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%


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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	155	732	732	756	23%	22%	24%	25%	6%	32%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	76	722	722	743	33%	26%	16%	*	*	25%	44%
Black or African American	74	739	739	739	14%	18%	32%	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	81	742	742	761	16%	16%	26%	*	*	42%	64%
Male	74	721	721	750	30%	28%	22%	*	*	20%	52%
Economically Disadvantaged Students	47	729	729	740	*	26%	23%	*	*	32%	39%
Non-Economically Disadvantaged Students	108	733	733	766	*	20%	24%	*	*	31%	69%
Students with Disabilities	28	696	696	724	*	*	*	*	*	*	23%
Students without Disabilities	127	740	740	762	*	*	*	*	*	*	65%
English Learners	15	703	703	713	*	*	*	*	*	*	11%
Non-English Learners	140	735	735	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%


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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	224	726	726	754	20%	29%	29%	*	*	22%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	97	725	725	743	20%	28%	33%	20%	0%	20%	43%
Black or African American	117	727	727	738	21%	28%	26%	*	*	25%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	125	734	734	762	12%	26%	33%	*	*	29%	64%
Male	99	715	715	748	29%	31%	25%	*	*	14%	48%
Economically Disadvantaged Students	181	725	725	740	*	28%	27%	*	*	24%	39%
Non-Economically Disadvantaged Students	43	731	731	763	*	30%	40%	*	*	16%	67%
Students with Disabilities	51	699	699	722	*	*	*	*	*	*	19%
Students without Disabilities	173	734	734	761	*	*	*	*	*	*	64%
English Learners	20	709	709	710	*	*	*	*	*	10%	*
Non-English Learners	204	727	727	756	*	*	*	*	*	24%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%


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Grades Offered: KG-08

2018-2019

Report Key:

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** Accountability calculations require 20 or more students

N No Data is available to display

† This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	222	733	733	761	21%	17%	24%	28%	10%	39%	63%
White	N	N	N	769	N	N	N	N	N	N	72%
Hispanic	67	729	729	747	25%	18%	24%	*	*	33%	50%
Black or African American	146	736	736	741	16%	17%	25%	31%	10%	41%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	99	744	744	769	11%	15%	26%	34%	13%	47%	71%
Male	123	724	724	753	28%	18%	22%	24%	8%	32%	55%
Economically Disadvantaged Students	175	734	734	743	19%	*	*	*	*	39%	45%
Non-Economically Disadvantaged Students	47	728	728	771	26%	*	*	*	*	38%	73%
Students with Disabilities	48	692	692	720	*	*	*	*	*	*	22%
Students without Disabilities	174	745	745	769	*	*	*	*	*	*	71%
English Learners	17	706	706	706	*	*	*	*	*	*	12%
Non-English Learners	205	735	735	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%


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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	745	745	762	11%	14%	28%	*	*	48%	63%
White	N	N	N	770	N	N	N	N	N	N	72%
Hispanic	38	746	746	747	*	*	*	*	*	58%	49%
Black or African American	47	741	741	741	*	*	40%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	43	750	750	771	*	*	30%	*	*	51%	71%
Male	51	740	740	753	*	*	25%	*	*	45%	55%
Economically Disadvantaged Students	79	748	748	743	*	*	*	*	*	51%	45%
Non-Economically Disadvantaged Students	15	729	729	772	*	*	*	*	*	33%	72%
Students with Disabilities	18	703	703	721	*	*	*	*	*	11%	22%
Students without Disabilities	76	755	755	770	*	*	*	*	*	57%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups 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 our [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	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	936	98.0	20.9	20.9	44.5	20.9	26.8	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	373	98.0	16.9	16.9	28.8	16.9	29.7	Not Met
Black or African American	510	98.5	21.8	21.8	23.0	21.8	24.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	34	91.9	52.9	52.9	53.3	51.1	45.9	Met Target
Female	463	98.3	22.7	22.7	44.9	22.7		
Male	473	97.8	19.2	19.2	44.2	19.2		
Economically Disadvantaged Students	687	98.0	21.8	21.8	26.3	21.8	26.8	Not Met
Non-Economically Disadvantaged Students	249	98.1	18.5	18.5	54.9	18.5		
Students with Disabilities	181	97.4	*	*	17.4	*	10.3	Not Met
Students without Disabilities	755	98.2	*	*	50.0	*		
English Learners	99	98.0	18.2	18.2	25.0	18.2	17.1	Met Target
Non-English Learners	837	98.1	21.3	21.3	46.5	21.3		
Homeless Students	41	97.6	14.6	14.6	17.1	14.6		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	10	100.0	20.0	20.0	46.4	20.0		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



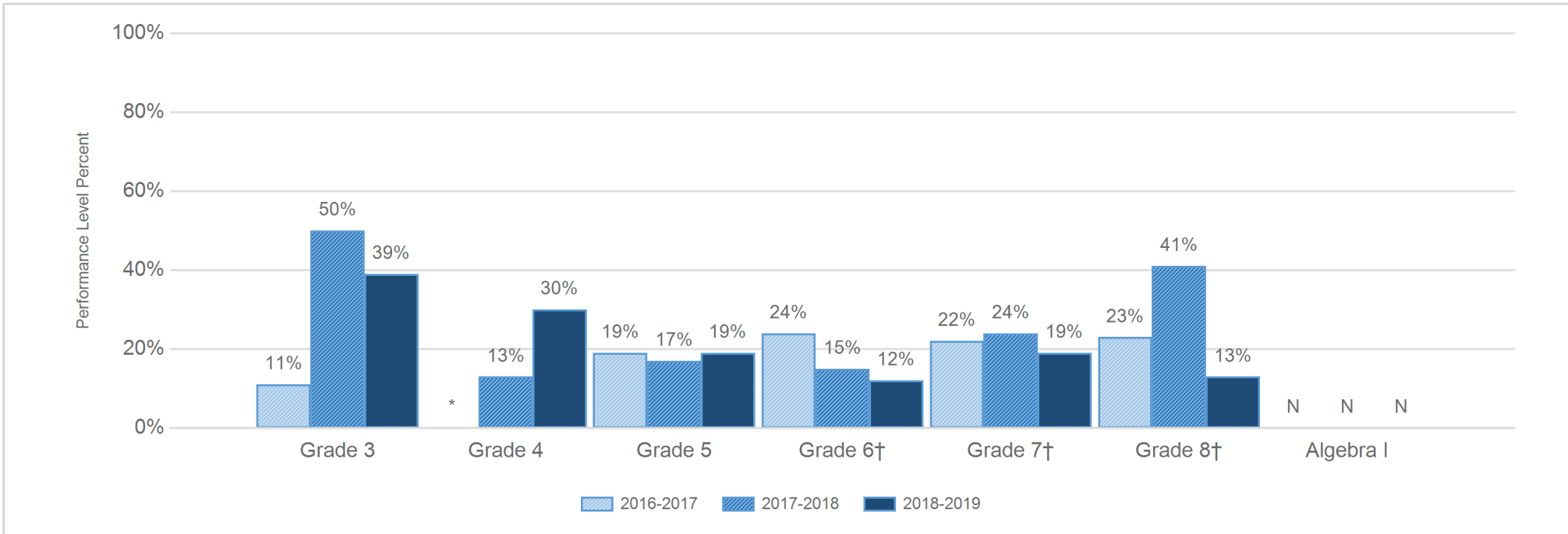
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	111	738	738	752	12%	23%	26%	*	*	39%	55%
White	N	N	N	760	N	N	N	N	N	N	66%
Hispanic	32	736	736	739	*	*	38%	*	*	31%	40%
Black or African American	69	738	738	735	*	25%	25%	*	*	39%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	50	742	742	751	*	*	28%	*	*	44%	54%
Male	61	734	734	752	*	*	25%	*	*	34%	56%
Economically Disadvantaged Students	100	739	739	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	11	722	722	761	*	*	*	*	*	*	67%
Students with Disabilities	17	718	718	731	*	*	*	*	*	18%	31%
Students without Disabilities	94	741	741	756	*	*	*	*	*	43%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	149	731	731	749	16%	28%	26%	*	*	30%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	72	729	729	737	14%	33%	32%	*	*	21%	36%
Black or African American	66	729	729	731	20%	26%	23%	*	*	32%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	75	734	734	749	*	25%	33%	*	*	29%	50%
Male	74	727	727	749	*	31%	19%	*	*	30%	52%
Economically Disadvantaged Students	119	730	730	734	*	27%	*	*	*	29%	32%
Non-Economically Disadvantaged Students	30	734	734	759	*	33%	*	*	*	33%	63%
Students with Disabilities	24	703	703	726	*	*	*	*	*	*	25%
Students without Disabilities	125	736	736	754	*	*	*	*	*	*	56%
English Learners	12	741	741	722	0%	*	*	*	*	33%	18%
Non-English Learners	137	730	730	751	18%	*	*	*	*	29%	54%
Homeless Students	10	719	719	722	*	*	*	*	*	10%	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%


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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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	155	729	729	747	8%	44%	29%	*	*	19%	47%
White	N	N	N	755	N	N	N	N	N	N	58%
Hispanic	75	725	725	735	*	48%	29%	*	*	12%	30%
Black or African American	74	732	732	729	*	42%	30%	*	*	23%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	81	732	732	747	*	43%	32%	*	*	21%	47%
Male	74	726	726	747	*	45%	26%	*	*	16%	47%
Economically Disadvantaged Students	47	725	725	732	*	38%	30%	*	*	17%	27%
Non-Economically Disadvantaged Students	108	731	731	757	*	46%	29%	*	*	19%	59%
Students with Disabilities	29	712	712	725	*	*	*	*	*	*	19%
Students without Disabilities	126	733	733	752	*	*	*	*	*	*	52%
English Learners	16	711	711	718	*	*	*	*	*	*	12%
Non-English Learners	139	731	731	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	225	714	714	741	27%	37%	24%	12%	0%	12%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	98	712	712	729	33%	33%	21%	13%	0%	13%	24%
Black or African American	117	717	717	722	21%	41%	27%	11%	0%	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	125	717	717	742	*	*	*	*	*	*	42%
Male	100	711	711	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	182	714	714	726	27%	38%	*	*	*	11%	21%
Non-Economically Disadvantaged Students	43	718	718	750	28%	33%	*	*	*	19%	53%
Students with Disabilities	52	692	692	716	*	*	*	*	*	*	12%
Students without Disabilities	173	721	721	746	*	*	*	*	*	*	46%
English Learners	21	706	706	709	*	48%	*	*	*	10%	*
Non-English Learners	204	715	715	743	*	36%	*	*	*	13%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	222	725	725	744	19%	31%	31%	*	*	19%	42%
White	N	N	N	751	N	N	N	N	N	N	53%
Hispanic	69	720	720	733	25%	35%	23%	*	*	17%	26%
Black or African American	145	727	727	727	17%	29%	34%	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	101	726	726	744	19%	27%	33%	*	*	22%	42%
Male	121	724	724	743	20%	34%	30%	*	*	17%	42%
Economically Disadvantaged Students	173	727	727	731	*	28%	31%	*	*	21%	24%
Non-Economically Disadvantaged Students	49	719	719	751	*	39%	33%	*	*	10%	53%
Students with Disabilities	46	697	697	718	*	*	*	*	*	*	13%
Students without Disabilities	176	732	732	749	*	*	*	*	*	*	48%
English Learners	19	715	715	716	*	*	*	*	*	*	10%
Non-English Learners	203	726	726	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

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	93	707	707	728	53%	20%	14%	*	*	13%	29%
White	N	N	N	737	N	N	N	N	N	N	38%
Hispanic	38	700	700	722	63%	*	*	*	*	11%	22%
Black or African American	47	709	709	714	49%	28%	*	*	*	13%	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	42	707	707	731	57%	*	*	*	*	12%	31%
Male	51	708	708	726	49%	*	*	*	*	14%	27%
Economically Disadvantaged Students	77	708	708	719	51%	*	*	*	*	13%	20%
Non-Economically Disadvantaged Students	16	702	702	735	63%	*	*	*	*	13%	36%
Students with Disabilities	18	686	686	707	*	*	*	*	*	*	10%
Students without Disabilities	75	713	713	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



KIPP: Cooper Norcross, A New Jersey Nonprofit Corporation
(07-1799-111)
Grades Offered: KG-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

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	N	N	N	744	N	N	N	N	N	N	42%
White	N	N	N	752	N	N	N	N	N	N	53%
Hispanic	N	N	N	728	N	N	N	N	N	N	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	N	745	N	N	N	N	N	N	44%
Male	N	N	N	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	N	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	N	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	N	748	N	N	N	N	N	N	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	745	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%


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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	21.9%	40.9%	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	64	*	*
3-4	43	*	*
5 or more	*	*	*


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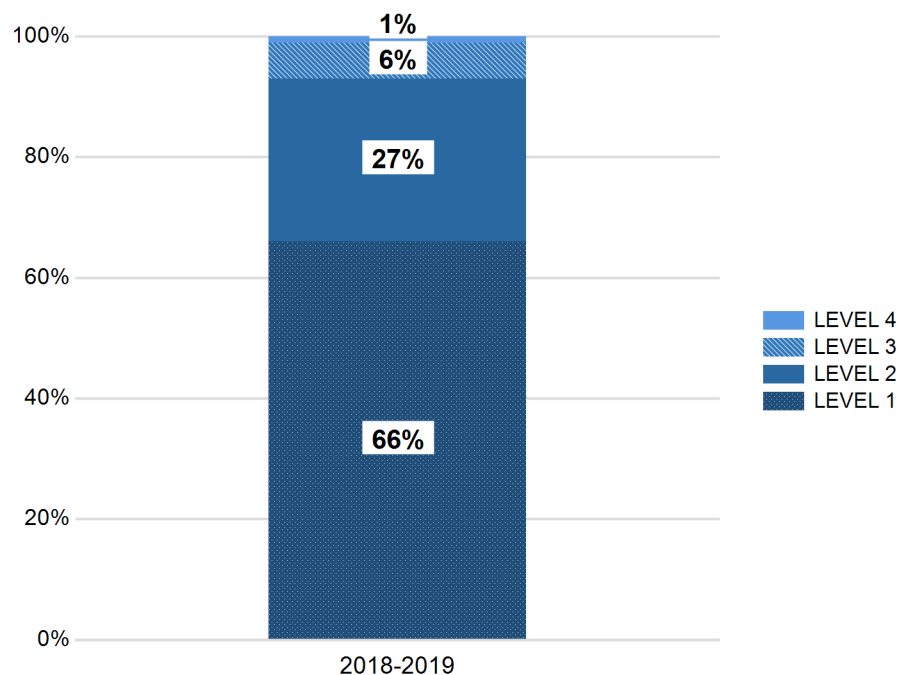
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.


NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	27	6	1
White	N	N	N	N
Hispanic	71	24	5	0
Black or African American	62	31	6	1
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	61	33	7	0
Male	72	20	6	2
Economically Disadvantaged Students	60	33	7	0
Non-Economically Disadvantaged Students	68	24	6	1
Students with Disabilities	85	15	0	0
Students without Disabilities	63	29	8	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N


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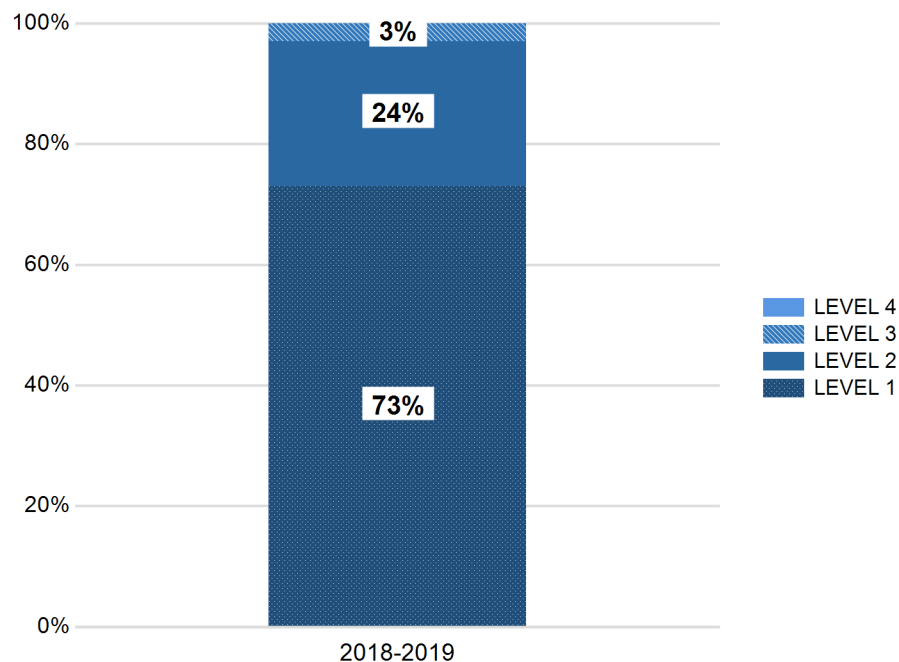
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NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	73	24	3	0
White	N	N	N	N
Hispanic	71	29	0	0
Black or African American	81	15	4	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	76	21	2	0
Male	71	25	4	0
Economically Disadvantaged Students	71	25	4	0
Non-Economically Disadvantaged Students	81	19	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	231
7	0	0	228
8	0	0	96
Total	0	0	555

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	118	0	0	0	0	0	0
7	40	0	0	0	0	0	0
8	36	0	0	0	0	0	0
Total	194	0	0	0	0	0	0



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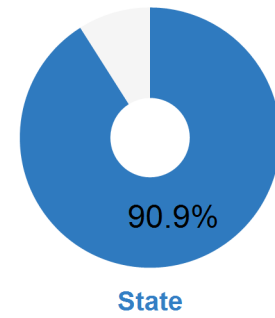
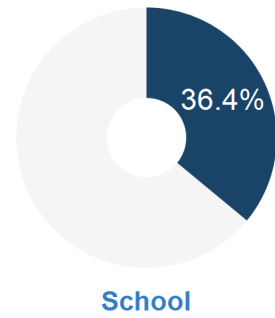
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Visual and Performing Arts – Course Participation

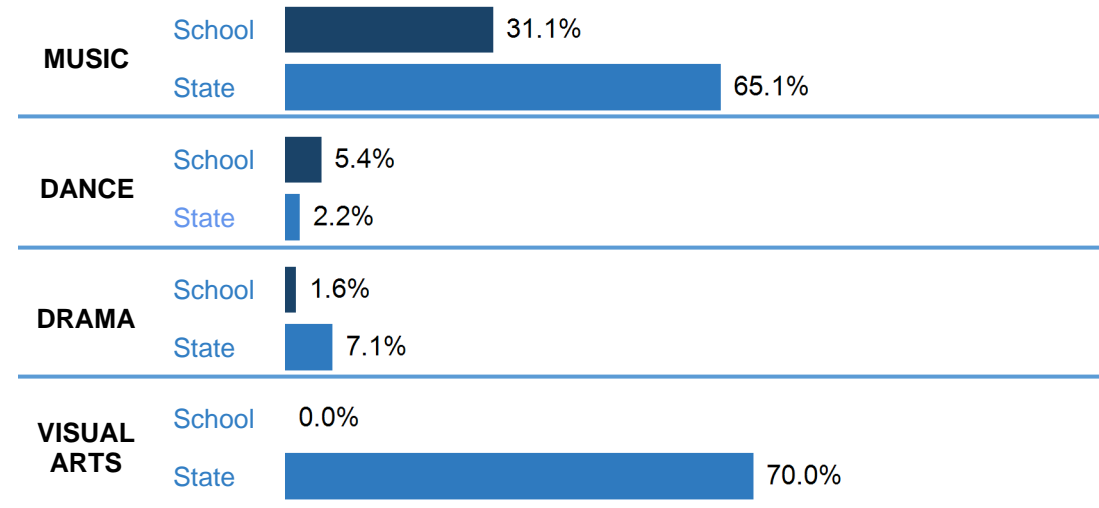
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

 Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:





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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. Students with fewer than 45 days in membership are excluded from attendance calculations.

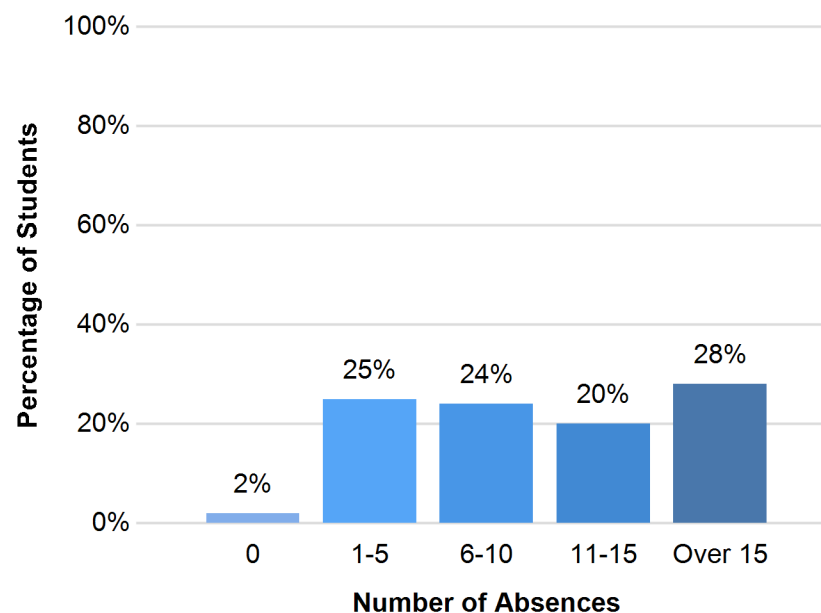
Chronic Absenteeism

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	284	21.1	9.0	Not Met
White	*	*	**	**
Hispanic	111	22.9	9.0	Not Met
Black or African American	135	18.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	5	31.3	**	**
Two or More Races	26	29.9	9.0	Not Met
Female	134	20.3		
Male	150	21.9		
Economically Disadvantaged Students	282	21.6	9.0	Not Met
Students with Disabilities	71	27.6	9.0	Not Met
English Learners	22	20.0	9.0	Not Met
Homeless Students	21	35.0		
Students in Foster Care	0	0		
Military-Connected Students	3	25.0		
Migrant Students	N	N		

Days Absent

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





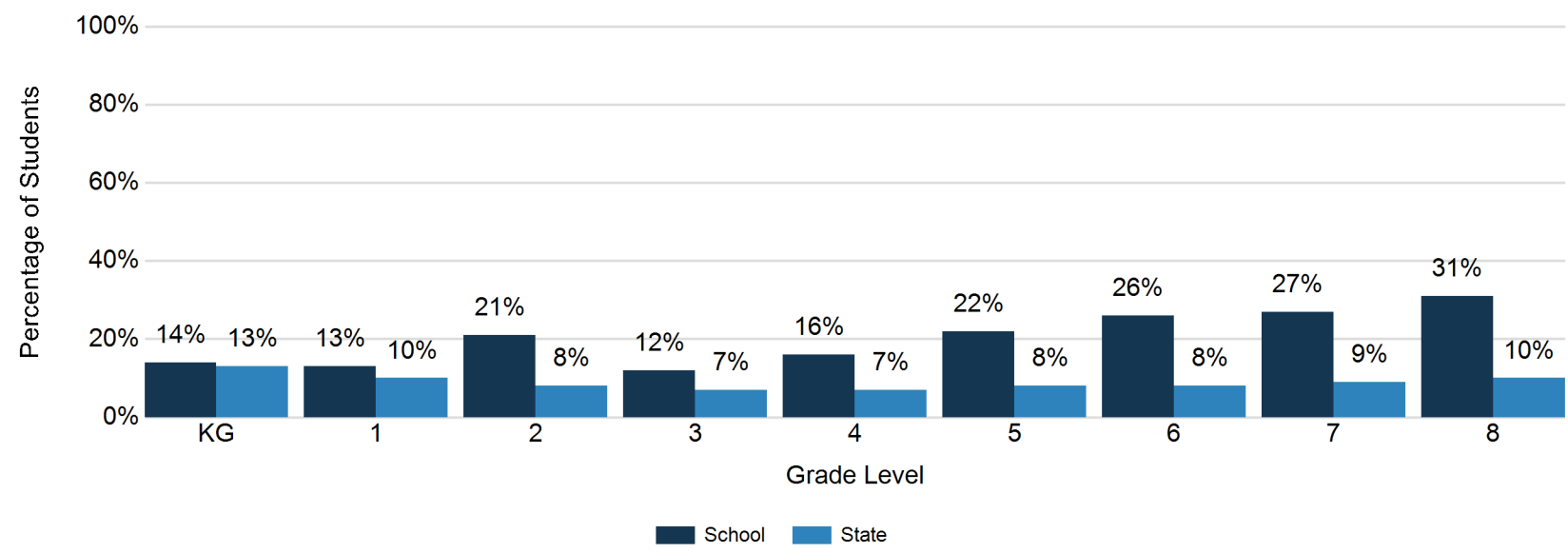
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Chronic Absenteeism by Grade

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), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	124
Weapons	2
Vandalism	23
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	153
Incidents Per 100 Students Enrolled	11.34

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	2
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bullying (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	2	2
Sexual Orientation	0	0	0
Disability	1	0	1
Other	0	3	3
No Identified Nature	4		4

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	198	14.7%
Out-of-School Suspensions	292	21.6%
Any Suspension	409	30.3%
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
1104



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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	7:15 AM
Typical End Time	4:20 PM
Length of School Day	9 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 39 Mins
Shared Time - Instructional Time	5 Hrs. 39 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 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 through 10. 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
2018-19	N



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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 the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	72	118,214
Average years experience in public schools	4.6	12.1
Average years experience in district	1.7	10.8
Percentage of Teachers with 4 or more years experience in the district	4.2%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	1	9,530
Average years experience in public schools	6.0	16.0
Average years experience in district	3.0	12.0
Percentage of Administrators with 4 or more years experience in the district	0.0%	76.9%

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	19:1	19:1
Students to Administrators	1349:1	1349:1
Teachers to Administrators	72:1	72:1
Students to Librarians/Media Specialists		N
Students to Nurses		1349:1
Students to Counselors		N
Students to Child Study Team Members		450:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	77.8%	100.0%	48.4%	77.1%	54.9%
Male	51.1%	22.2%	0.0%	51.6%	22.9%	45.1%
White	0.4%	66.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	36.0%	15.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	55.3%	15.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.1%	2.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	1.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	6.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	70.2%	90.5%
2017-18 Administrators: Same district 2018-19	N	87.9%

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
2018-19	99.1%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Comprehensive Annual Financial Report \(CAFR\) and Auditor Management Reports \(AMRs\)](#).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

[Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.


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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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](#).

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.



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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.4%	32.8%	31.2%
Math Proficiency	20.9%	25.1%	20.9%
ELA Growth	68	64	49
Math Growth	71	58	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		41.0%	21.9%
Chronic Absenteeism	11.3%	22.4%	21.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.


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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

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	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	Met Target†	Met Target	Met Standard	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Not 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 the school or district directly.

 Highlights:	<ul style="list-style-type: none"> Since opening our first school in Camden, Camden students are 2X as likely to score proficient on PARCC. The 2019 Mathematica study found that “attending a KIPP middle school produced an increase of 12.9 percentage points in enrollment rates in four-year college programs.” The KIPP Lanning Square boys basketball team were named Camden city champions for the fourth year in a row.
 Mission, Vision, Theme:	<p>Our mission is to create a network of schools in Newark and Camden, New Jersey, that instill in their students the desire and ability to succeed in college, in order to change the world.</p>



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 <p>Courses, Curriculum, Instruction:</p>	<p>Students K-8 are engaged in meaningful courses throughout the day and year. At the elementary school level our students' schedules include guided reading and read aloud blocks, math, writing, science, and specials (including art, music, and physical education). In middle schools students take text study, writing, mathematics, social studies, science (including lab), and specials.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Coed)</p>
 <p>Clubs and Activities:</p>	<p>KIPP Cooper Norcross offers a variety of clubs, including newspaper, ballet, step, cooking, peer mentoring and several others.</p>



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 <p>Before and After School Programs:</p>	<p>All three of KCNA's schools provide extensive after-school programming for students. Middle school students participate in both sports and after-school clubs; sports teams include boys' and girls' basketball, flag football, volleyball, soccer, and softball, and clubs range from community service to cooking to newspaper. Elementary school students who participate in after-school programming receive daily homework help and participate in enrichment activities that include music, cooking, and karate.</p>
 <p>Staff and Professional Learning:</p>	<p>All instructional staff attend professional development on a regular basis - during the summer and every Wednesday between 1PM and 5PM. During this time, teachers learn about how kids develop knowledge and meaning in addition to core pedagogical moves. This professional development informs their ability to conduct and execute lessons such that kids are authentically engaged and curious throughout class.</p>
 <p>Postsecondary Information:</p>	<p>We make an unprecedented Kindergarten through College commitment to students. After middle school, our KIPP Through College (KTC) team helps our alumni navigate the social, academic, and financial challenges they might encounter while in high school and their chosen post-secondary pathway. Our KTC counselors support our alum with high school placement, academic counseling, ACT and SAT test preparation, and college advising and application support. Once our alum matriculate to college, we will continue to support them - helping ensure they graduate on time from college.</p>



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Student Supports and Services:

At KIPP Cooper Norcross Academy, we pride ourselves in supporting all learners. We believe that all students should be educated in classrooms that accommodate their diverse learning needs, styles, and abilities. We believe that accepting and accommodating all differences enriches our community of learners as well as the community at large. We have programs to support students with IEPs, English Language Learners, and students who need limited-time interventions. By understanding the needs of each student as an individual we are able to ensure that all our students demonstrate improved academic outcomes and develop the emotional skills required to support themselves and their communities.



Student Health and Wellness:

In addition to our rigorous academic program, we believe that our students deserve access to high quality food, health services, and physical activities. We offer breakfast, lunch, snack, and dinner to students. Our meals are prepared in-house in our full cooking kitchens, and we continue to add more variety to our menus to give our students the most options for their meals. We also partner with local health and dental providers to give our students access to on-site health and dental care. Additionally, both our facilities have outdoor fields and indoor gymnasiums, which our students utilize for recess, physical education classes, and after-school sports.



Parent and Community Involvement:

Families attend Welcome barbecues in the fall, game nights, Parent Universities, Saturday School, and other events throughout the year.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Teachers, staff, students, and families are surveyed about school climate.</p>
 <p>Facilities:</p>	<p>KIPP Whittier Middle moved into its permanent home in the former John G. Whittier School building following a \$24 million renovation. Both our Lanning Square and Whittier buildings serve as a community anchors hosting local non profits and civics groups for meetings and events.</p>
 <p>School Safety:</p>	<p>All schools have safety protocols in place, and staff are trained annually. Facilities have security camera coverage and access control.</p>



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Technology and STEM:

We provide interactive and blended learning opportunities for all students by providing them with Chromebooks and iPads. Classrooms have interactive projectors and document cameras to support student learning. Staff across the network have access to a wide range of technology tools to support their work--including Lenovo ThinkPads, WebEx and Zoom.