NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
Grades Offered: PK-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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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	HUDSON
District	BAYONNE CITY
Principal Name	MRS. CONNELLY
Address	95 WEST 31ST STREET BAYONNE, NJ 07002
Phone Number	(201)858-5964
Email Address	MCONNELLY@BBOED.ORG
Website	https://www.bboed.org/domain/21
Facebook	https://www.facebook.com/bboed/
Twitter	https://twitter.com/RobinsonSchool3

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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	27	35	33
KG	82	90	83
1	100	77	91
2	82	117	83
3	71	85	108
4	93	86	89
5	102	83	71
6	72	93	84
7	71	74	89
8	72	76	78
Total	772	816	809

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	48.6%	48.8%	46.7%
Male	51.4%	51.2%	53.3%
Economically Disadvantaged Students	71.0%	66.3%	65.4%
Students with Disabilities	7.3%	5.6%	5.9%
English Learners	31.2%	34.1%	38.4%
Homeless Students		0.2%	0.2%
Students in Foster Care		0.5%	0.0%
Military-Connected Students		0.2%	1.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	48.4%	46.1%	45.6%
Hispanic	36.3%	39.5%	38.2%
Black or African American	6.0%	6.0%	7.0%
Asian	6.6%	6.4%	6.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.7%	2.1%	2.0%

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	27	35	33
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	82	90	83

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	44.5%
Arabic	25.1%
Spanish	20.5%
Russian	1.4%
Urdu	1.2%
Other Languages	7.3%

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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	51	54	50	Met Standard	59	46	50	Met Standard
White	53	56	50	Met Standard	58.5	48	51	Met Standard
Hispanic	49	53	49	Met Standard	57	42	48	Met Standard
Black or African American	59.5	47.5	44	Met Standard	65	40.5	44	**
Asian, Native Hawaiian, or Pacific Islander	42	60.5	61	**	57	55	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	49.5	49	**	*	50	51	**
Economically Disadvantaged	49	54	48	Met Standard	61	44	47	Exceeds Standard
Students with Disabilities	62	43	41	**	55	40	43	**
English Learners	38	52	54	Not Met	63	53	51	Exceeds Standard

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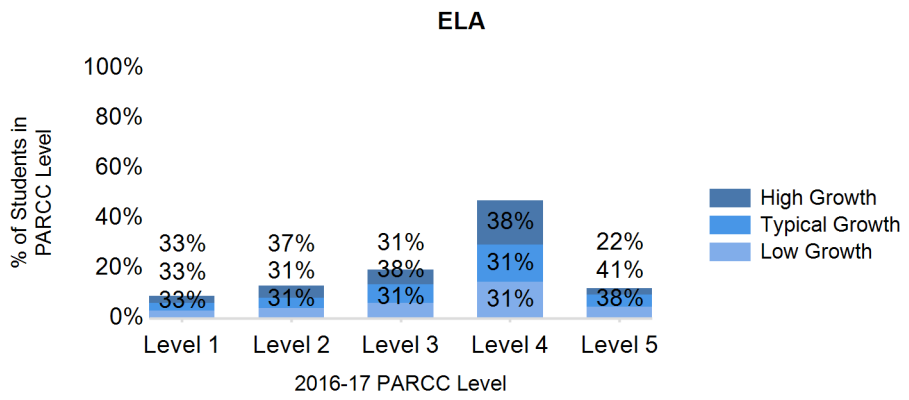
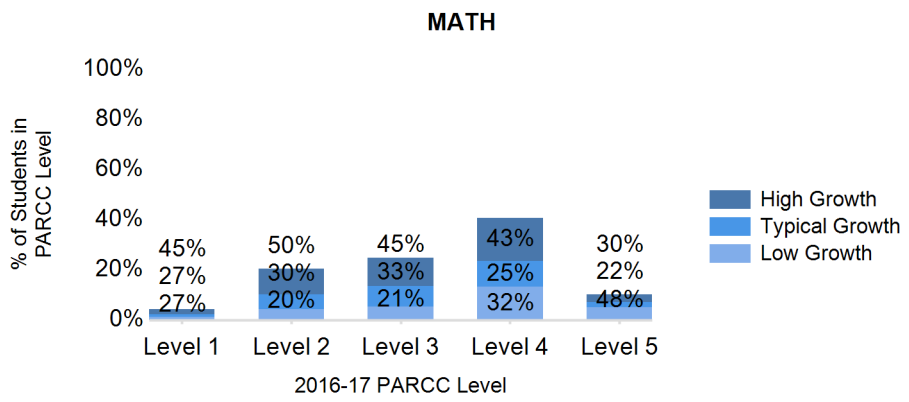
Student Growth by Performance Level

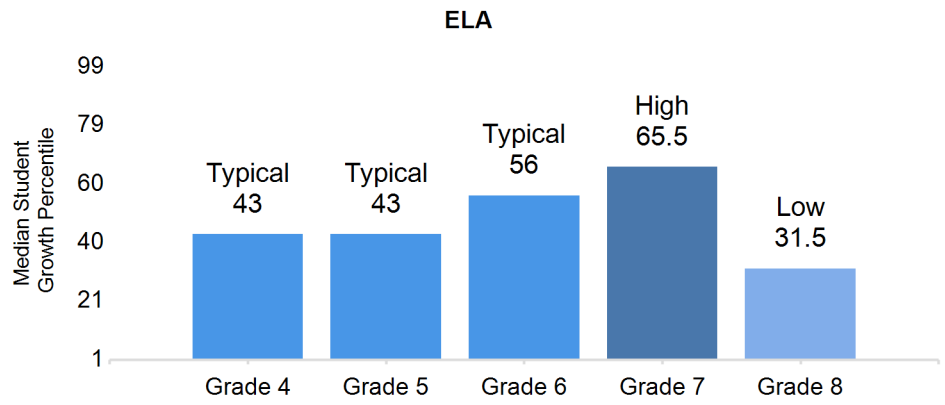
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

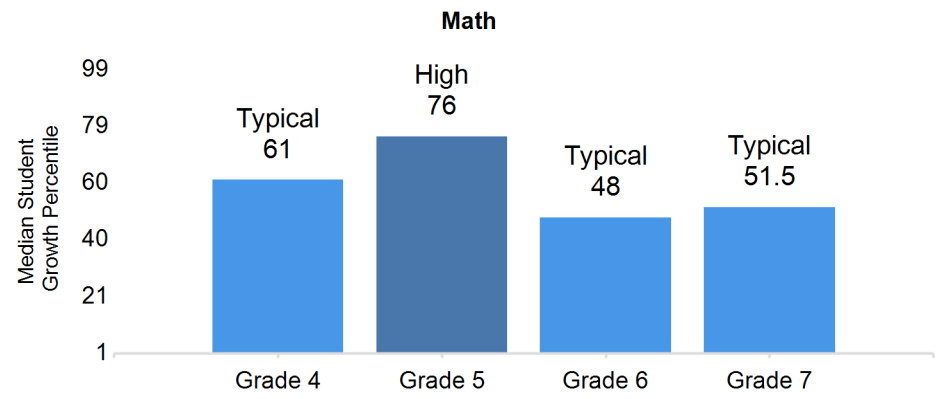




Student Growth by Grade

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	436	97.2	49.7	56.2	56.7	49.7	46.4	Met Target
White	197	98.0	50.8	60.5	65.6	50.8	46.7	Met Target
Hispanic	171	96.1	42.7	48.9	42.5	42.7	38.9	Met Target
Black or African American	34	97.3	50.0	*	37.3	50.0	51	Met Target†
Asian, Native Hawaiian, or Pacific Islander	22	100.0	77.3	81.0	82.3	77.3	70.1	Met Target
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	12	92.3	83.3	*	63.4	80.7	**	**
Female	203	95.8	56.6	65.2	64.5	56.6		
Male	233	98.3	43.8	47.3	49.4	43.8		
Economically Disadvantaged Students	245	97.3	42.4	50.1	38.5	42.4	38.9	Met Target
Non-Economically Disadvantaged Students	191	97.0	59.1	63.2	67.5	59.1		
Students with Disabilities	38	90.5	21.0	11.1	21.6	20.5	18.5	Met Target
Students without Disabilities	398	97.8	52.5	64.4	63.9	52.5		
English Learners	151	98.7	13.9	26.7	27.3	13.9	18.5	Met Target†
Non-English Learners	285	96.3	68.8	58.7	59.4	68.8		
Homeless Students	N	N	N	12.5	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	37.9	57.4	*		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	740	743	750	26%	*	21%	*	*	47%	52%
White	40	742	*	759	33%	0%	*	*	*	53%	61%
Hispanic	41	736	737	736	*	*	32%	*	*	41%	38%
Black or African American	*	*	739	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	43	741	749	756	23%	*	*	*	*	44%	57%
Male	54	739	738	744	28%	*	*	*	*	50%	46%
Economically Disadvantaged Students	55	727	*	733	*	*	*	*	*	36%	34%
Non-Economically Disadvantaged Students	42	757	*	762	*	*	*	*	*	62%	64%
Students with Disabilities	11	710	694	719	*	*	*	*	*	27%	24%
Students without Disabilities	86	744	752	756	*	*	*	*	*	50%	57%
English Learners	31	696	700	712	*	*	*	*	*	*	15%
Non-English Learners	66	761	746	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	741	N	N	N	N	N	N	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	754	750	756	*	*	18%	38%	21%	58%	58%
White	32	750	751	764	*	*	*	*	*	50%	68%
Hispanic	24	745	*	744	*	*	*	*	*	50%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	37	762	*	762	*	*	*	*	*	73%	63%
Male	35	744	*	751	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	46	749	*	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	26	761	*	767	*	*	*	*	*	69%	70%
Students with Disabilities	*	*	708	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	758	762	*	*	*	*	*	*	64%
English Learners	20	717	716	720	*	*	*	*	*	15%	17%
Non-English Learners	52	768	752	759	*	*	*	*	*	75%	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	*	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	744	747	755	*	17%	31%	*	*	44%	58%
White	28	744	755	763	*	*	*	*	*	39%	68%
Hispanic	20	738	737	743	*	*	*	*	*	45%	43%
Black or African American	*	*	738	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	754	763	*	*	*	*	*	*	65%
Female	30	745	752	762	*	*	*	*	*	47%	66%
Male	29	742	743	749	*	*	*	*	*	41%	51%
Economically Disadvantaged Students	36	744	740	739	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	23	743	756	766	*	*	*	*	*	39%	71%
Students with Disabilities	N	N	709	724	N	N	N	N	N	N	22%
Students without Disabilities	59	744	754	762	*	17%	31%	*	*	44%	65%
English Learners	17	714	713	712	*	*	*	*	*	*	11%
Non-English Learners	42	756	748	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	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

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	69	752	756	754	*	19%	19%	*	*	57%	56%
White	24	763	761	761	0%	*	*	*	*	63%	66%
Hispanic	34	739	*	742	*	*	*	50%	0%	50%	42%
Black or African American	*	*	737	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	788	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	752	761	*	*	*	*	*	*	64%
Female	32	760	764	761	*	*	*	*	*	69%	64%
Male	37	746	747	748	*	*	*	*	*	46%	48%
Economically Disadvantaged Students	39	748	749	739	*	*	*	*	*	59%	37%
Non-Economically Disadvantaged Students	30	758	763	764	*	*	*	*	*	53%	68%
Students with Disabilities	*	*	709	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	765	760	*	*	*	*	*	*	63%
English Learners	13	709	714	712	*	*	*	*	*	*	*
Non-English Learners	56	763	757	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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	77	759	759	760	*	*	14%	27%	34%	61%	63%
White	44	760	*	768	*	*	*	25%	36%	61%	72%
Hispanic	24	747	750	746	*	*	*	*	*	54%	49%
Black or African American	*	*	753	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	765	767	N	N	N	N	N	N	68%
Female	36	773	768	769	*	*	*	*	*	67%	72%
Male	41	746	750	752	*	*	*	*	*	56%	54%
Economically Disadvantaged Students	36	739	752	742	*	*	*	*	*	36%	44%
Non-Economically Disadvantaged Students	41	776	768	771	*	*	*	*	*	83%	73%
Students with Disabilities	*	*	709	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	767	768	*	*	*	*	*	*	71%
English Learners	24	708	706	705	*	*	*	*	*	*	11%
Non-English Learners	53	781	762	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
Grades Offered: PK-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	733	757	759	24%	17%	27%	*	*	32%	60%
White	31	735	765	767	*	*	*	*	*	32%	70%
Hispanic	25	729	746	744	*	*	*	*	*	24%	45%
Black or African American	*	*	737	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	784	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	750	766	*	*	*	*	*	*	66%
Female	26	742	767	768	*	*	*	*	*	38%	69%
Male	37	727	746	751	*	*	*	*	*	27%	52%
Economically Disadvantaged Students	36	727	751	740	*	*	*	*	*	25%	42%
Non-Economically Disadvantaged Students	27	742	762	769	*	*	*	*	*	41%	71%
Students with Disabilities	*	*	713	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	765	766	*	*	*	*	*	*	68%
English Learners	21	692	688	703	*	*	*	*	*	*	*
Non-English Learners	42	754	759	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
Grades Offered: PK-08
2017-2018

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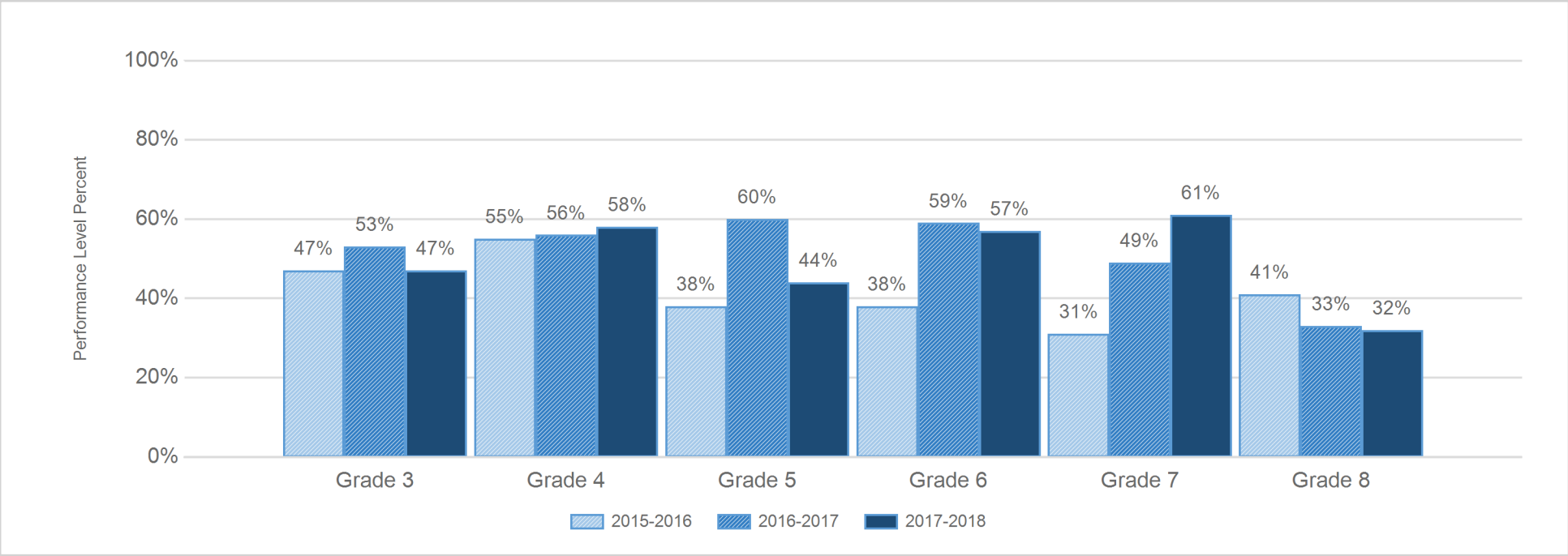
English Language Arts/Literacy Assessment - Performance Trends

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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WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
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2017-2018

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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	487	97.4	47.0	38.8	45.0	47.0	51.4	Not Met
White	227	98.4	53.4	46.4	54.1	53.4	57.2	Met Target†
Hispanic	188	96.2	34.0	27.9	29.2	34.0	38.3	Met Target†
Black or African American	34	94.7	47.1	23.4	23.4	46.7	47.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	25	100.0	72.0	68.6	77.0	72.0	76.3	Met Target†
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	13	100.0	77.0	*	53.0	77.0	**	**
Female	223	95.5	50.7	41.1	46.0	50.7		
Male	264	99.0	44.0	36.6	43.9	44.0		
Economically Disadvantaged Students	291	97.9	42.9	33.7	26.6	42.9	46.5	Met Target†
Non-Economically Disadvantaged Students	196	96.6	53.0	44.9	55.9	53.0		
Students with Disabilities	39	92.9	18.0	*	17.1	18.0	15.9	Met Target
Students without Disabilities	448	97.8	49.6	*	50.5	49.6		
English Learners	203	99.1	27.0	29.3	24.6	27.0	36.8	Not Met
Non-English Learners	284	96.0	61.2	39.8	46.9	61.2		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	16.2	45.8	*		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
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2017-2018

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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	110	746	748	752	9%	25%	20%	33%	13%	45%	53%
White	49	747	*	760	*	20%	*	*	*	49%	64%
Hispanic	45	743	740	739	*	29%	27%	*	*	40%	38%
Black or African American	*	*	739	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	51	743	748	752	*	29%	20%	*	*	41%	53%
Male	59	748	747	751	*	22%	20%	*	*	49%	53%
Economically Disadvantaged Students	66	739	*	736	*	*	*	*	*	38%	35%
Non-Economically Disadvantaged Students	44	756	*	762	*	*	*	*	*	57%	66%
Students with Disabilities	11	734	715	730	*	*	*	*	*	18%	29%
Students without Disabilities	99	747	754	756	*	*	*	*	*	48%	57%
English Learners	44	723	726	726	*	*	*	*	*	20%	23%
Non-English Learners	66	761	749	754	*	*	*	*	*	62%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

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WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
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2017-2018

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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	87	752	743	748	*	*	25%	*	*	54%	49%
White	39	759	747	755	0%	*	31%	*	*	54%	60%
Hispanic	31	735	*	737	*	*	32%	*	*	35%	34%
Black or African American	*	*	735	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	41	757	*	748	*	*	*	*	*	61%	50%
Male	46	749	*	748	*	*	*	*	*	48%	49%
Economically Disadvantaged Students	60	745	*	733	*	*	*	*	*	47%	30%
Non-Economically Disadvantaged Students	27	768	*	758	*	*	*	*	*	70%	62%
Students with Disabilities	*	*	710	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	749	753	*	*	*	*	*	*	55%
English Learners	35	729	726	722	*	*	31%	*	*	26%	16%
Non-English Learners	52	768	744	750	*	*	21%	*	*	73%	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	*	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	749	742	748	*	*	25%	*	*	56%	49%
White	38	755	749	756	*	*	*	*	*	68%	60%
Hispanic	24	737	732	736	*	*	*	*	*	38%	32%
Black or African American	*	*	730	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	749	754	*	*	*	*	*	*	55%
Female	35	753	742	749	*	*	*	*	*	57%	50%
Male	40	745	741	747	*	*	*	*	*	55%	48%
Economically Disadvantaged Students	49	750	738	733	*	*	*	*	*	63%	29%
Non-Economically Disadvantaged Students	26	746	747	758	*	*	*	*	*	42%	62%
Students with Disabilities	N	N	715	726	N	N	N	N	N	N	20%
Students without Disabilities	75	749	746	752	*	*	25%	*	*	56%	55%
English Learners	33	733	731	718	*	*	*	*	*	45%	13%
Non-English Learners	42	761	742	750	*	*	*	*	*	64%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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).

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	79	740	740	744	13%	20%	25%	*	*	42%	44%
White	28	744	746	751	*	*	*	*	*	50%	54%
Hispanic	39	732	*	731	*	26%	31%	*	*	28%	27%
Black or African American	*	*	723	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	741	749	*	*	*	*	*	*	52%
Female	36	744	744	745	*	*	*	*	*	44%	45%
Male	43	736	736	742	*	*	*	*	*	40%	42%
Economically Disadvantaged Students	49	736	735	729	*	*	*	*	*	39%	24%
Non-Economically Disadvantaged Students	30	745	746	753	*	*	*	*	*	47%	56%
Students with Disabilities	*	*	709	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	746	748	*	*	*	*	*	*	49%
English Learners	23	710	714	713	*	*	*	*	*	*	11%
Non-English Learners	56	752	741	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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).

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	90	739	740	743	*	32%	19%	*	*	43%	43%
White	50	741	*	750	*	30%	*	*	*	48%	54%
Hispanic	31	731	731	732	*	39%	*	*	*	29%	27%
Black or African American	*	*	730	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	745	748	N	N	N	N	N	N	51%
Female	40	747	743	745	*	30%	*	*	*	60%	45%
Male	50	732	737	741	*	34%	*	*	*	30%	42%
Economically Disadvantaged Students	47	729	735	730	*	*	*	*	*	30%	24%
Non-Economically Disadvantaged Students	43	750	746	751	*	*	*	*	*	58%	55%
Students with Disabilities	*	*	707	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	745	748	*	*	*	*	*	*	50%
English Learners	37	715	714	716	*	*	*	*	*	14%	10%
Non-English Learners	53	756	742	744	*	*	*	*	*	64%	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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).

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	65	727	731	728	20%	34%	22%	25%	0%	25%	28%
White	32	731	736	736	*	*	*	31%	0%	31%	36%
Hispanic	26	723	725	722	*	42%	*	*	*	15%	22%
Black or African American	*	*	719	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	735	729	*	*	*	*	*	*	28%
Female	24	731	736	731	*	*	*	*	*	25%	31%
Male	41	725	727	725	*	*	*	*	*	24%	26%
Economically Disadvantaged Students	41	723	727	719	*	*	*	*	*	17%	20%
Non-Economically Disadvantaged Students	24	734	736	735	*	*	*	*	*	38%	35%
Students with Disabilities	*	*	696	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	739	735	*	*	*	*	*	*	*
English Learners	28	710	708	705	*	*	*	*	*	*	10%
Non-English Learners	37	740	733	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
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Mathematics Assessment - Performance by Test: Algebra I

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course 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	*	*	738	746	*	*	*	*	*	*	46%
White	*	*	747	755	*	*	*	*	*	*	57%
Hispanic	*	*	728	730	*	*	*	*	*	*	27%
Black or African American	N	N	726	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	741	748	*	*	*	*	*	*	48%
Male	*	*	736	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	733	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	745	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	708	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	743	752	*	*	*	*	*	*	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	*	*	740	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
Grades Offered: PK-08
2017-2018

Report Key:
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N No Data is available to display
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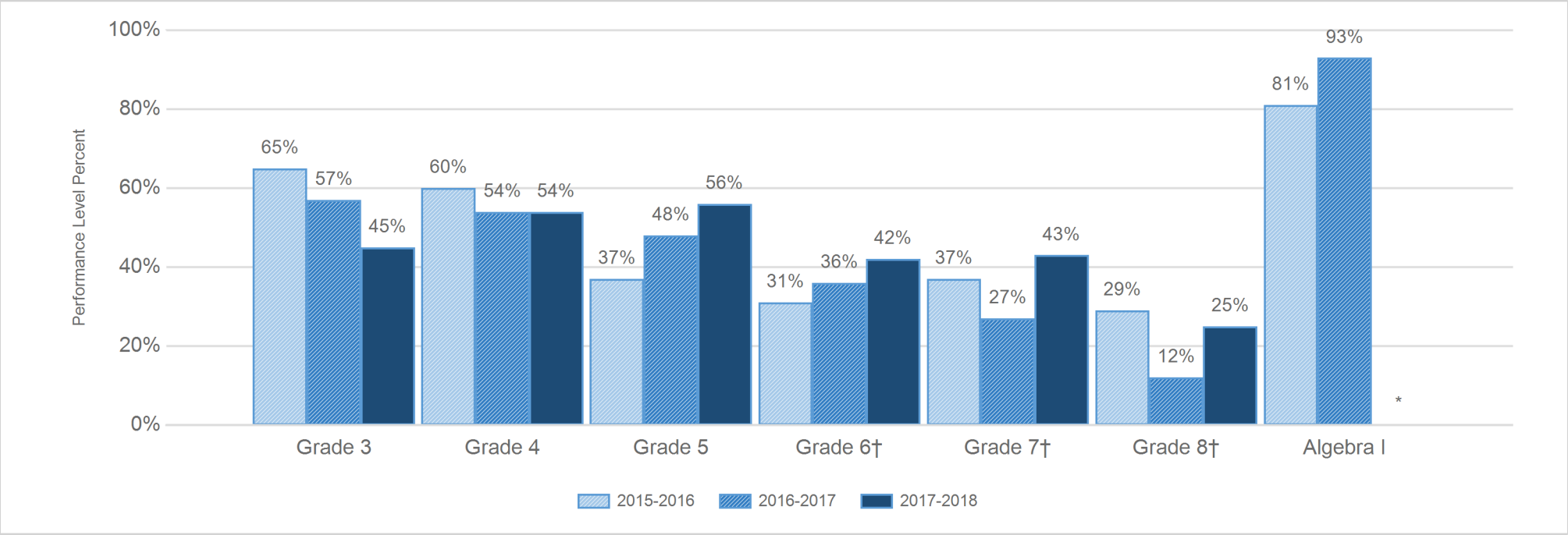
Mathematics Assessment – Performance Trends

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	*	*
4	*	*
5	*	*
6	N	N
7	*	*
8	*	*

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	53.2%	46.8%	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	225	*	*
3-4	62	88.7%	11.3%
5 or more	*	*	*

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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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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	84
7	0	0	90
8	4	0	75
Total	4	0	249

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	68	0	0	0	0	0	0
7	75	0	0	0	0	0	0
8	67	0	0	0	0	0	0
Total	210	0	0	0	0	0	0

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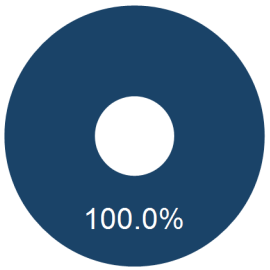
Visual and Performing Arts – Course Participation

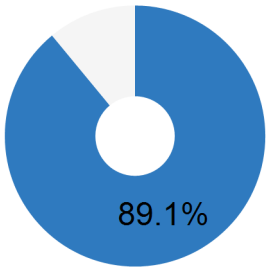
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

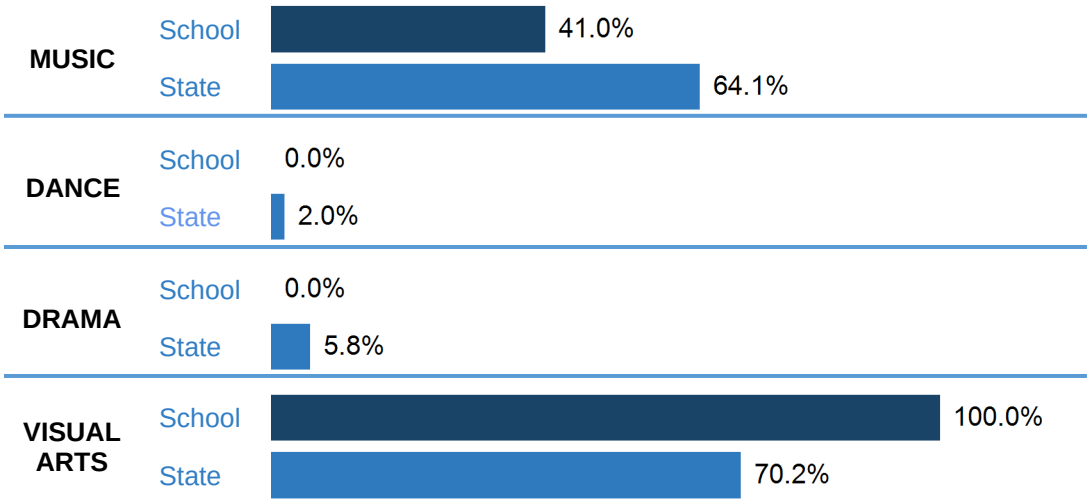


School



State

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.

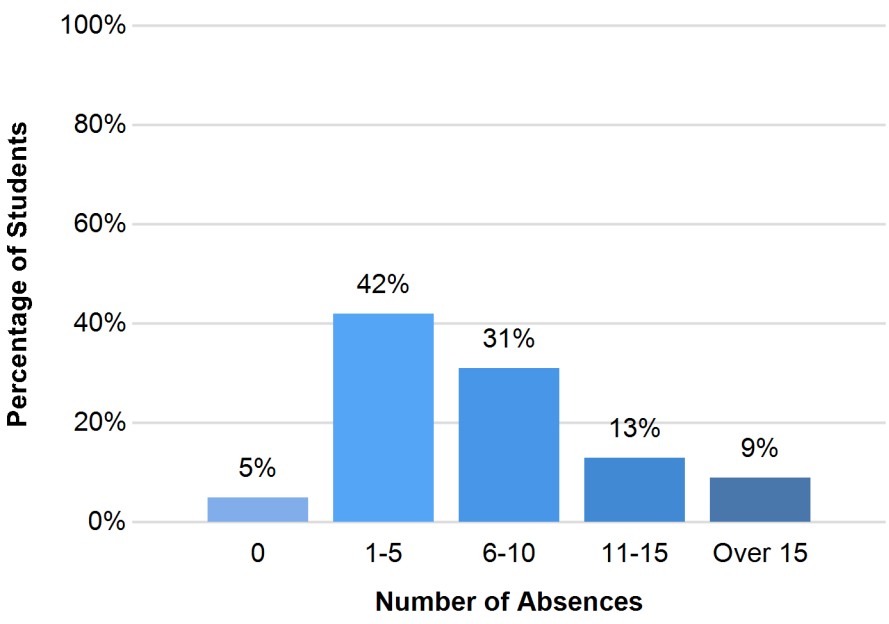
Chronic Absenteeism

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	55	7.2	9.1	Met
White	17	4.9	9.1	Met
Hispanic	26	8.8	9.1	Met
Black or African American	5	9.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	5	9.6	9.1	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	12.5	**	**
Economically Disadvantaged Students	39	7.6	9.1	Met
Students with Disabilities	7	14.9	9.1	Not Met
English Learners	21	6.9	9.1	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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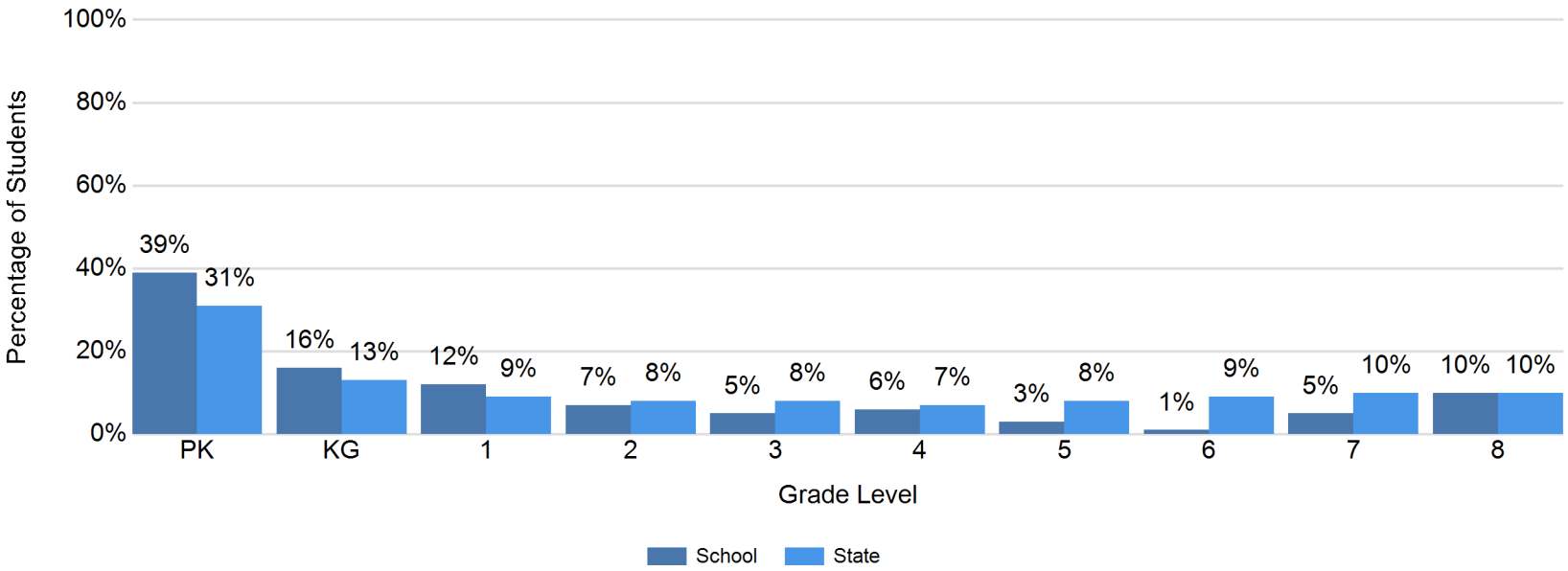
Chronic Absenteeism by Grade

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	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.12

Police Notifications

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

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

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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	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	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
10

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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	8:40 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 35 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	5.2:1

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)	$705	$12,470	$13,175

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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	62	117,464
Average years experience in public schools	10.5	12.0
Average years experience in district	8.7	10.7
Teachers in district for 4 or more years	61.3%	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	42	9,374
Average years experience in public schools	24.1	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	95.2%	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	13:1	14:1
Students to Administrators	405:1	227:1
Teachers to Administrators	31:1	16:1
Students to Librarians/Media Specialists		3182:1
Students to Nurses		530:1
Students to Counselors		382:1
Students to Child Study Team		502:1

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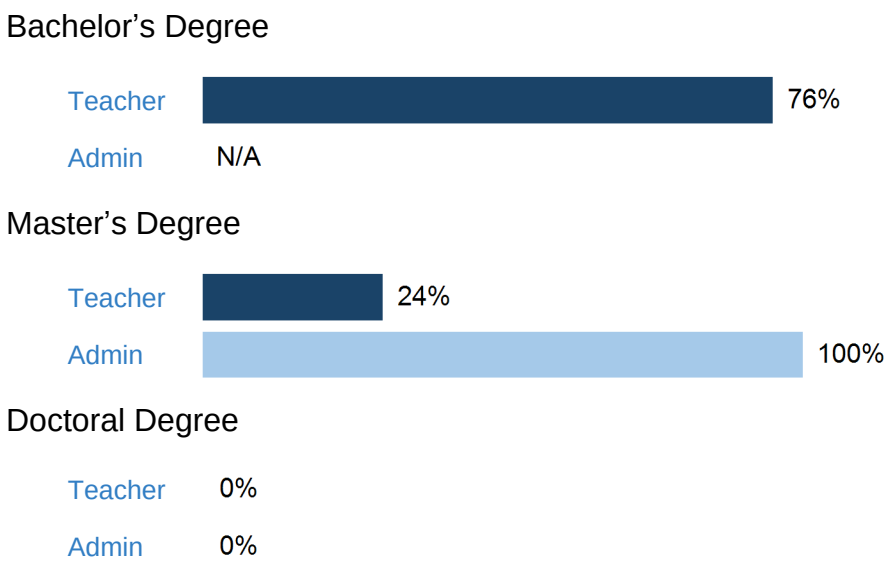
Teachers and Administrators - Level of Education

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	88.9%	90.2%
2016-17 Administrators: Same district 2017-18	78.0%	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	96.9%

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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	83.9%	100.0%
Male	16.1%	0.0%
White	85.5%	100.0%
Hispanic	14.5%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	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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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	32.70	15.0%
Mathematics Proficiency	48.99	15.0%
English Language Arts Growth	51.13	20.0%
Mathematics Growth	80.95	20.0%
Progress Towards English Language Proficiency	47.66	20.0%
Chronic Absenteeism	47.06	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.91	n/a
Summative Rating: Percentile Rank of Summative Score	54.03	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

NJ SCHOOL PERFORMANCE REPORT

WALTER F. ROBINSON COMMUNITY SCHOOL
(17-0220-030)
Grades Offered: PK-08
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	52.86	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	57.31	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	83.42	14.08	No	Met Target†	Met Target†	Met Standard	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	Met Target	Met Target†	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	73.65	14.08	No	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
English Learners	46.85	14.08	No	Met Target†	Not Met	Not Met	Exceeds Standard	Exceeds Standard	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:	• Technology is used to drive instruction as each student in grades 3 - 8 have a personal Chromebook, while other students have access to tablets. • We've incorporated STEM classes and activities according to the Next Generation Science Standards. • Multiple after school activities are offered for our students and the families of our students throughout the year, including our Latino Family and Arabic Family Workshops.
Mission, Vision, Theme:	Robinson Community School's mission is to provide equal educational opportunities for all students. We promote the philosophy that a cooperative partnership exist between home and school. This teamwork fosters a climate in which good human relations can flourish and intellectual growth can occur.
Awards, Recognition, Accomplishments:	Our school is proud of a number of awards and accomplishments, which includes, but not limited to winning the Grade 7 District Spelling Bee, winning Fire Prevention Poster and Essay Contests, placing in the district-wide Chess Tournament, and having our boys' and girls' basketball teams advance in the playoffs.

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Courses, Curriculum, Instruction:	Our curriculum is aligned to the NJ Student Learning Standards and our science lessons are aligned to NGSS.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Coed), Football (Boys), Track and Field - Spring (Coed)
Clubs and Activities:	A number of clubs and activities are offered at our school. They include: Academic Challenge, Band, Chess, Choir, Dance, Fire Bowl, Math Olympiad, Peer, Public Speaking, Robotics, Safety Patrol, School Newspaper, and Student Council.

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Before and After School Programs:	A number of before and after school activities are offered to our students. In addition to before and after school childcare, we offer ARMS tutorial classes in both ELA and math to targeted students in grades 3-8. An AM Mathematics Tutorial class is offered each day for students in danger of failing and/or possible retentions in grades 4-8. Programs such as the Latino Family Project and the Arabic Family Project are offered for our ELL population. Finally, our 100 Book Challenge program focuses on literacy skills for our grade k - 3 students.
Staff and Professional Learning:	Professional development is key in our building and district. Staff members are provided opportunities throughout the year for in-house Staff Training and Development on district directed days. In addition, our faculty members are provided PLC opportunities weekly via common preparation periods and monthly during faculty meetings. Science teachers are also provided PD in STEM via our NJ RAISE program. In addition, since our school is the home to our ESL/Bilingual Program, our teachers are actively involved in TESOL.

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Student Supports and Services:	ELL- The ELL population is housed in our building. The coordinator of the program is on-site full time to track the success of the program. In addition to meeting the needs of our students, the Latino and Arabic Family Workshops address the needs of the families of our students.Students with Disabilities-The needs of our students are met as addressed via IEP?s.I and RS-Our I and RS team meets weekly to track struggling students and provide support for the best learning opportunities. In addition, our school has a full-time guidance counselor on-site.
Student Health and Wellness:	We offer a number of programs to promote the heath and wellness of our students. We partake in the Breakfast in the Classroom (BIC) program daily where all students are provided a healthy breakfast to start the day. In addition, programs such as Healthy Generation, along with daily recess time and eighty minutes of physical education per week promote the importance of health and wellness among our student body. Two nurses on on staff to meet the needs of our students, as well.
Parent and Community Involvement:	Our PTC provides a bridge between our school families and our school community. The PTC funds numerous projects and activities for our school including but not limited to, holiday dances and activities, refreshments for celebrations such as Ring Ceremony, Field Day and educational programs, such as The Brain Show. They also provide celebration t-shirts for our kindergarten students, graduation t-shirts for our 8th graders, and field day t-shirts for all other grades.In addition to our PTC, the Digital Backpack and Parent Portal keep our families informed of school and class happenings. Parents/guardians can view academic progress, attendance and access school forms via the portal. Teacher websites can also be accessed through our Parent Portal for updated information on specific classes. Finally, the Latino Family and Arabic Family Workshops meet the needs of members of our ELL family. Such workshops help those students and their families adjust to their new school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students We administer the New Jersey School Climate Survey. This survey asks students questions regarding the school environment, safety and student relationships. It is given to all students in grades 6, 7, and 8; once in the fall and once in the spring. Once the students complete the survey in the fall, the school's administrative team and our school's counselor identify our strengths and weaknesses. The survey is administered again in the spring and the results are then reviewed. As a school we see whether our interventions have or have not worked. This is an excellent tool to use to gage the safety and emotional environment of our school.
Facilities:	Our main building is over 100 years old and is rich in historic nature. It once served as our town's high school before becoming what it is today. We currently have the original auditorium, which continues to serve our students and staff. An extension was added 12 years ago making our campus quite large. The building is partially air-conditioned and recently received a new roof.
School Safety:	Safety is a key component to our school climate. Our school?s Safety Patrol is made up of upperclassman that volunteer to patrol hallways, lunchrooms and stairwells during arrival, lunch, recess, and dismissal. These students also assist during some after school activities. Robinson Community School has a Security Team, under the guidance of School Resource Officer, that follows protocol in checking any person entering our building. Our school is armed with three walk-thru metal detectors, as well as hand-held wands for extra security checks.In addition, our school Safety and Security Team, which is made up of administrators, teachers, our nurse, our secretary, and our guidance counselor, meets regularly to review and adjust procedures, discuss concerns, and ensure the safety of our students and staff.

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Technology and STEM:	STEM Classes:Grade 4 is using Legos which can be codedRobotics ClubTechnology Class-Grade 3-6 Use code.org to learn coding skillsGrade 7-8 is completing a Drone curriculumDEVICES:Grades K-1 have 5 per classroom-Asus Chromebook FlipsGrade 2 has 10 per classroom-Asus Chromebook FlipsGrade 3 has 1 to 1-Asus Chromebook FlipsGrade 4-8 have 1 to 1-HP ChromebooksSamsung Tablet cart is available in the Computer LabTeachers have Macbook Air LaptopsApproximately 90 percent of classrooms are outfitted with Smartboards.All classrooms have access to a projector and document camera.
Early Childhood Education:	Our building includes a half-day pre-k program and full day general education kindergarten class, as well as bilingual kindergarten classes in Arabic and Spanish, which is decided via district director.

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Other Information:	School Day Structure:We have nine 40 minute periods in the school day for a total of 45 periods in the week. This includes a lunch period and special subject periods, as well as two periods for our REACH program.Communications:-Digital Backpack-Teacher Websites-Spanish and Arabic Translated Copies of Forms-Parent PortalTransportation:Transportation is provided as identified for SE students via direction from an IEP.