



State of New Jersey  
2015-2016

Grade Span 09-12

01-0110-010  
ATLANTIC  
ATLANTIC CITY  
Atlantic City High School  
1400 N Albany Avenue  
Atlantic City, NJ 08401-6153

## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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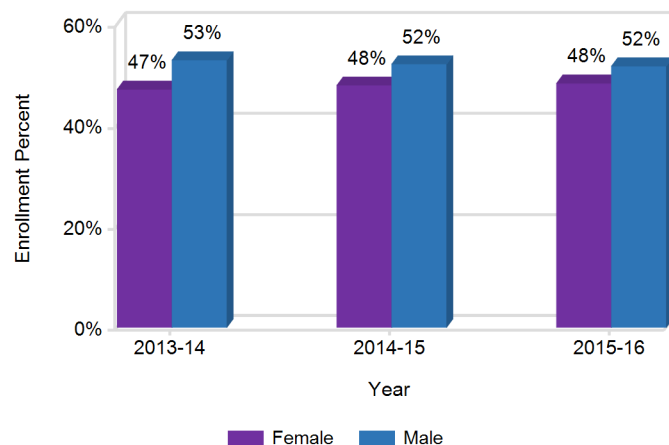
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade 09	626	644	600
Grade 10	532	521	498
Grade 11	456	452	409
Grade 12	388	384	403
UG	2	9	6
Total	2004	2010	1916

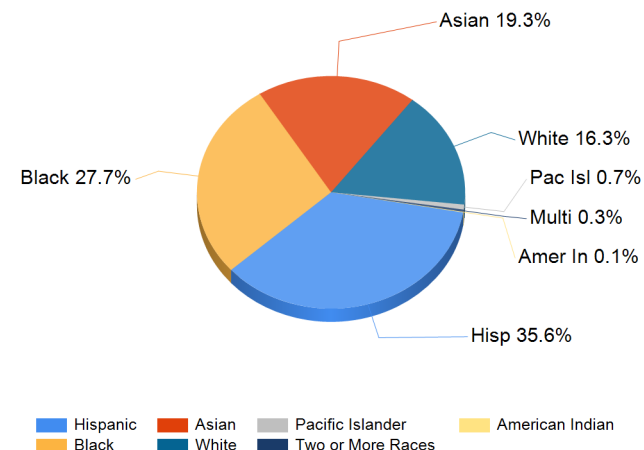
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



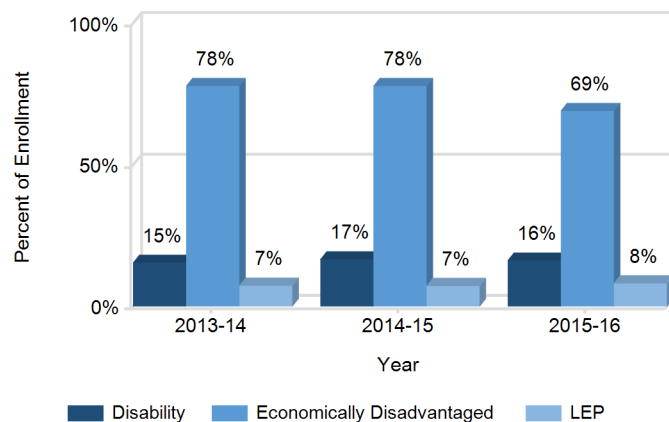
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	58.0%
Spanish	25.0%
Bengali	7.1%
Vietnamese	2.9%
Chinese	1.7%
Other	5.9%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	33%	S	29
Mathematics Met or Exceeded Expectations	15%	S	32

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	721	33%	29	96%	✓	826	15%	32	93%	✗
White	71	54%	56	96%	✓	71	28%	48	95%	✓
African American	206	18%	20	94%	✗	263	3%	20	89%	✗
Hispanic	281	24%	15	96%	✓	331	9%	21	93%	✗
American Indian	S	S	S	S		S	S	S	S	
Asian	160	62%	35	100%	✓	158	41%	37	99%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	121	5%	24	94%	✗	145	1%	21	92%	✗
English Learner Students	39	N	56	99%	✓	34	N	61	95%	✓
Economically Disadvantaged Students	576	31%	37	97%	✓	681	14%	47	94%	✗



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## PARCC ELA Performance Distribution - Grade 09

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	499	730	730	746	28%	20%	18%	26%	8%	34%	49%
White	S	S	S	754	S	S	S	S	S	S	58%
African American	145	713	713	729	38%	25%	21%	15%	1%	16%	30%
Hispanic	187	718	718	730	37%	23%	18%	19%	4%	23%	34%
Asian	108	757	757	774	10%	13%	13%	42%	22%	64%	78%
American Indian	S	S	S	734	S	S	S	S	S	S	40%
Two or More Races	N	N	N	748	N	N	N	N	N	N	53%
Students with Disability	S	S	S	713	S	S	S	S	S	S	12%
English Language Learners	S	S	S	693	S	S	S	S	S	S	4%
Economically Disadvantaged Students	392	726	726	729	29%	22%	19%	23%	6%	29%	31%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC ELA Performance Distribution - Grade 10

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>407</b>	<b>731</b>	<b>731</b>	<b>740</b>	<b>24%</b>	<b>18%</b>	<b>23%</b>	<b>27%</b>	<b>8%</b>	<b>34%</b>	<b>44%</b>
White	65	752	752	747	11%	17%	19%	35%	19%	54%	50%
African American	86	719	719	722	31%	26%	23%	17%	2%	20%	28%
Hispanic	156	717	717	726	34%	19%	26%	19%	3%	22%	33%
Asian	98	750	750	767	10%	13%	24%	40%	13%	53%	69%
American Indian	S	S	S	729	S	S	S	S	S	S	35%
Two or More Races	S	S	S	741	S	S	S	S	S	S	45%
Students with Disability	S	S	S	702	S	S	S	S	S	S	11%
English Language Learners	S	S	S	685	S	S	S	S	S	S	4%
Economically Disadvantaged Students	304	725	725	723	27%	19%	24%	24%	5%	29%	30%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## \*\*PARCC ELA Performance Distribution - Grade 11

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	253	717	717	736	34%	21%	26%	17%	2%	18%	40%
White	29	728	728	739	31%	24%	10%	28%	7%	35%	42%
African American	80	718	718	728	29%	25%	33%	13%	1%	14%	30%
Hispanic	115	710	710	732	42%	20%	27%	10%	1%	11%	37%
Asian	29	733	733	753	24%	14%	21%	41%	N	41%	58%
American Indian	N	N	N	735	N	N	N	N	N	N	34%
Two or More Races	N	N	N	736	N	N	N	N	N	N	39%
Students with Disability	S	S	S	710	S	S	S	S	S	S	13%
English Language Learners	S	S	S	702	S	S	S	S	S	S	8%
Economically Disadvantaged Students	207	716	716	730	35%	23%	26%	15%	1%	16%	33%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations

\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



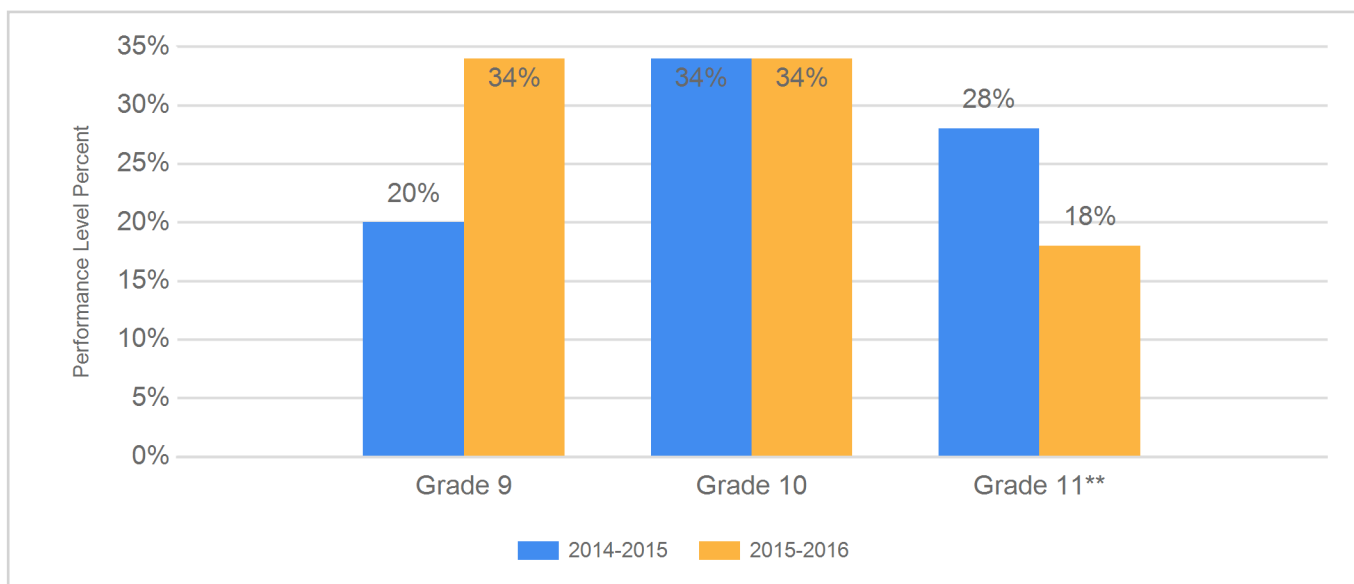
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.



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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>498</b>	<b>712</b>	<b>712</b>	<b>727</b>	<b>31%</b>	<b>40%</b>	<b>18%</b>	<b>10%</b>	<b>0%</b>	<b>11%</b>	<b>42%</b>
White	43	725	725	734	14%	26%	42%	19%	N	19%	51%
African American	S	S	S	717	S	S	S	S	S	S	20%
Hispanic	S	S	S	720	S	S	S	S	S	S	25%
Asian	71	738	738	746	11%	27%	25%	34%	3%	37%	76%
American Indian	S	S	S	726	S	S	S	S	S	S	40%
Two or More Races	N	N	N	727	N	N	N	N	N	N	47%
Students with Disability	S	S	S	708	S	S	S	S	S	S	10%
English Language Learners	S	S	S	707	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
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## PARCC Performance Distribution - Geometry

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>401</b>	<b>721</b>	<b>721</b>	<b>730</b>	<b>16%</b>	<b>44%</b>	<b>28%</b>	<b>12%</b>	<b>1%</b>	<b>12%</b>	<b>27%</b>
White	54	730	730	736	9%	37%	32%	22%	N	22%	34%
African American	S	S	S	717	S	S	S	S	S	S	9%
Hispanic	S	S	S	720	S	S	S	S	S	S	13%
Asian	64	735	735	750	11%	23%	33%	30%	3%	33%	61%
American Indian	N	N	N	722	N	N	N	N	N	N	15%
Two or More Races	S	S	S	730	S	S	S	S	S	S	28%
Students with Disability	S	S	S	709	S	S	S	S	S	S	5%
English Language Learners	S	S	S	710	S	S	S	S	S	S	6%
Economically Disadvantaged Students	S	S	S	719	S	S	S	S	S	S	12%

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## PARCC Performance Distribution - Algebra II

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>395</b>	<b>714</b>	<b>714</b>	<b>722</b>	<b>41%</b>	<b>23%</b>	<b>15%</b>	<b>21%</b>	<b>1%</b>	<b>22%</b>	<b>27%</b>
White	69	729	729	728	30%	20%	13%	35%	1%	36%	31%
African American	S	S	S	700	S	S	S	S	S	S	9%
Hispanic	S	S	S	707	S	S	S	S	S	S	12%
Asian	98	744	744	755	10%	16%	26%	45%	3%	48%	60%
American Indian	S	S	S	714	S	S	S	S	S	S	16%
Two or More Races	S	S	S	727	S	S	S	S	S	S	35%
Students with Disability	S	S	S	690	S	S	S	S	S	S	5%
English Language Learners	S	S	S	692	S	S	S	S	S	S	7%
Economically Disadvantaged Students	289	711	711	705	43%	24%	14%	18%	1%	19%	11%

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 ■ Exceeded Expectations



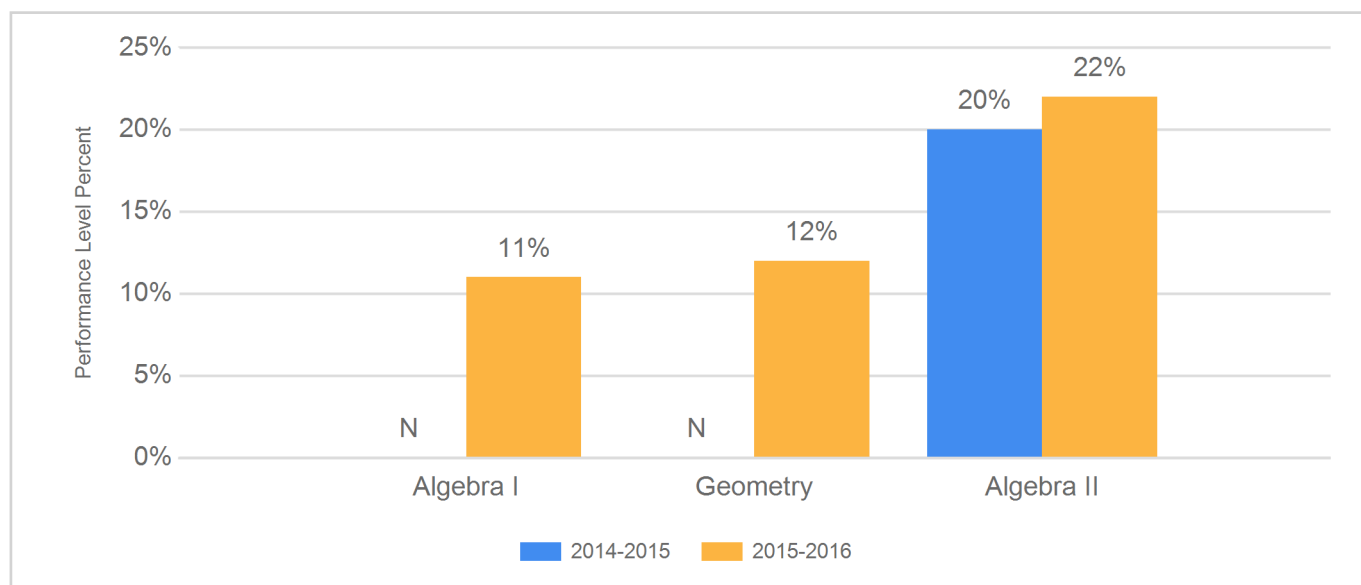
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in biology as demonstrated in End-of-Course Biology assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

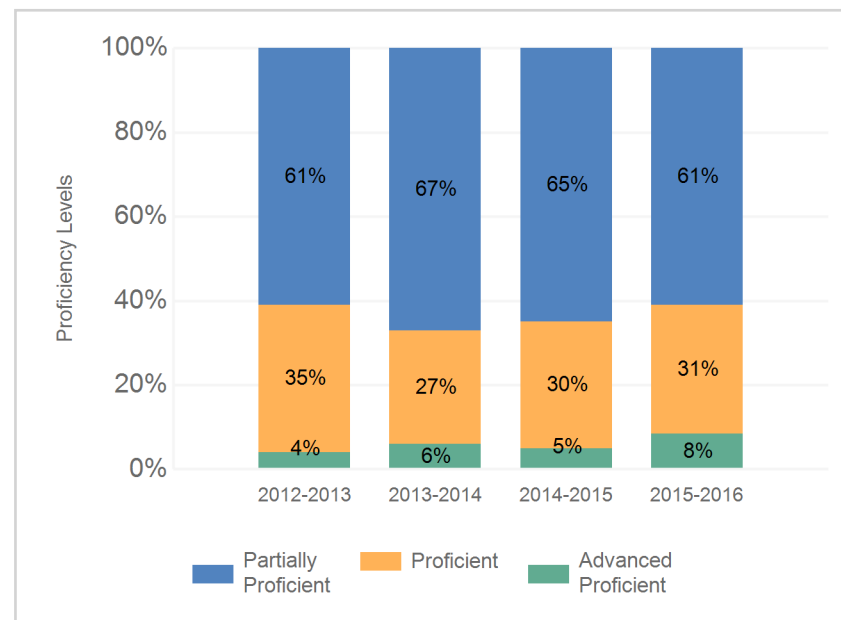
### Proficiency Outcomes - Biology

This table presents the percentage of students in each proficiency category for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	16%	41%	43%
Schoolwide	8%	31%	61%
White	13%	49%	38%
African American	1%	13%	87%
Hispanic	5%	27%	68%
American Indian	N	N	N
Asian	20%	45%	36%
Two or More Races	S	S	S
Students with Disability	N	4%	96%
English Language Learners	N	N	N
Economically Disadvantaged Students	7%	27%	66%

### Proficiency Trends - Biology

This graph displays the percentage of students by proficiency category for the past three school years.





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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work.

## PSAT/SAT/ACT Participation

This table presents the schoolwide and statewide participation rates from the last academic year as indicated in PSAT and SAT and from the last cohort as indicated in ACT.

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating in PSAT	100.0%	95.5%
Percent of Students Participating in SAT	52.7%	58.0%
Percent of Students Participating in ACT	17.1%	27.6%

## PSAT/SAT/ACT Performance

This table presents the school and state mean scores.

2015-16	School Mean	State Mean
<b>PSAT</b>	836	950
<b>SAT</b>	-	-
Reading and Writing	497	537
Math	504	538
<b>ACT</b>	-	-
Reading	20	23
English	18	22
Math	21	23
Science	19	22

## PSAT/SAT/ACT Benchmarks

This table presents the percentage of students scoring at or above College Readiness Benchmarks.

2015-16	Benchmark	Schoolwide	Statewide
<b>PSAT</b>	N	N	N
<b>SAT</b>	-	-	-
Reading and Writing	480	57%	71%
Math	530	39%	53%
<b>ACT</b>	-	-	-
Reading	22	39%	58%
English	18	54%	74%
Math	22	46%	61%
Science	23	23%	49%

## PSAT/SAT/ACT Performance by Percentile

This table presents the student scores broken down by percentile based upon the school's distribution of scores.

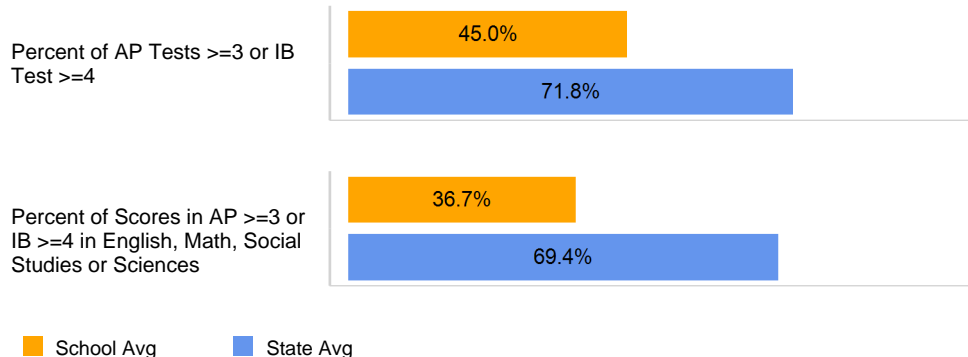
2015-16	75 Percentile	50 Percentile	25 Percentile
<b>PSAT</b>	930	810	730
<b>SAT</b>	-	-	-
Reading and Writing	560	490	430
Math	570	500	430
<b>ACT</b>	-	-	-
Reading	23	20	17
English	22	18	12
Math	25	20	16
Science	22	19	16

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## AP/ IB Test Performance

This graph compares the percentage of all AP/IB tests with scores of AP  $\geq 3$  or IB  $\geq 4$  for students enrolled in the school and across the state.



## Advanced Course Work Participation

The table below presents the percentage of 'unique' students enrolled in the 11th or 12th grade who took at least one AP or IB test, and the percent participating in dual enrollment.

2015-2016 Percent of Student Taking	School Participation	State Participation
One or More Course	40.1%	39.1%
One of More Test	32.0%	32.3%
At least One AP or IB Test in English, Math, Social Studies, or Science	27.2%	26.6%
Participating in Dual Enrollment	0.0%	15.4%

## AP/ IB Courses Offered

This table presents the count of students enrolled in each AP/IB course and the count of tests taken in each AP/IB course. The last row provides the count of scores that met or exceeded the benchmark. For AP/ IB Courses Offered, please note a student does not have to take a course to take the test OR take the test when enrolled in the course.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	17	17
AP Calculus AB	39	39
AP Calculus BC	18	18
AP Chemistry	8	8
AP English Language and Composition	124	125
AP English Literature and Composition	37	37
AP Environmental Science	49	50
AP French Language	0	16
AP Human Geography	0	1
AP Latin (Virgil, Catullus and Horace)	3	3
AP Macroeconomics	0	28
AP Microeconomics	0	27
AP Music Theory	0	6
AP Physics C	16	0
AP Physics C: Electricity and Magnetism	0	2
AP Physics C: Mechanics	0	16
AP Psychology	21	22
AP Spanish Language	13	13
AP Statistics	51	51
AP Studio Art—General Portfolio	0	13
AP Studio Art—Three-Dimensional	0	1
AP Studio Art—Two-Dimensional	0	1
AP U.S. Government and Politics	0	11
AP U.S. History	160	69
Student AP Tests $\geq 3$ and IB Tests $\geq 4$		117



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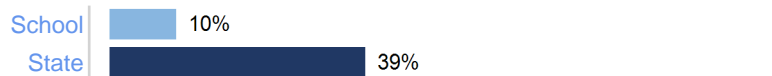
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



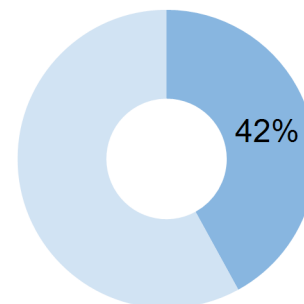
### DANCE



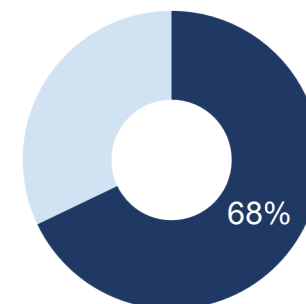
### VISUAL ARTS



### Any Visual and Performing Arts



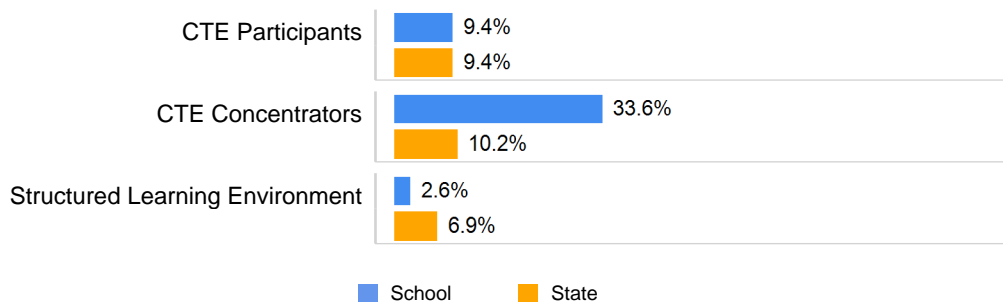
School



State

## Career and Technical Education Participation

The graph below displays the percentage of students within the school and across the State who were in approved Career and Technical Education (CTE). CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses. The graph also shows the percentage of students who completed a course in Structured Learning Experiences.



■ School ■ State



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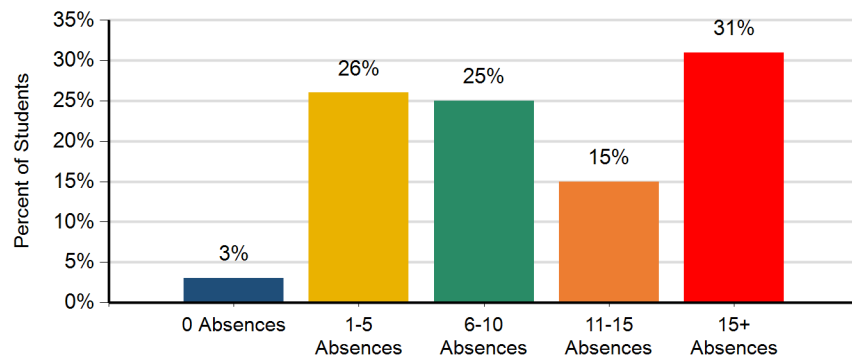
Atlantic City High School

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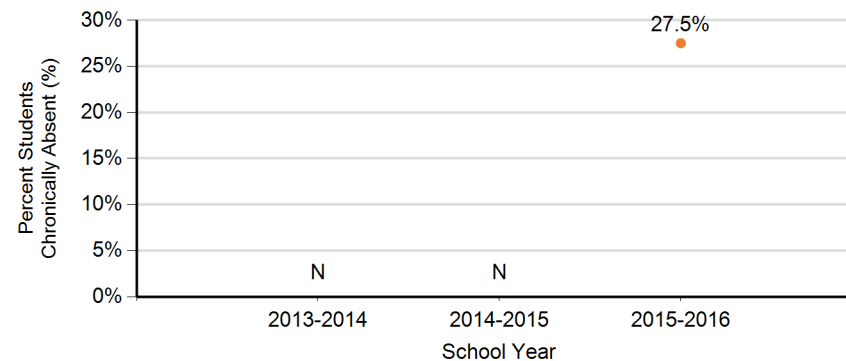
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.







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### Graduation Rate by Subgroup

This table presents the "4-year Adjusted Graduation Rate" and statewide percentiles (a comparison between the school's rate and schools across the state) for the school and by ethnic/racial subgroup and special population. The table also provides the state target. The state target is established as 81% for the 2015-2016 school year by the New Jersey Department of Education.

	School Rate	Statewide Percentile	State Target
Schoolwide	76.1%	9	81%
White	87.4%	16	
African American	66.7%	8	
Hispanic	72%	10	
American Indian	S	S	
Asian	87.7%	10	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	72.5%	24	
English Language Learners	75%	31	
Economically Disadvantaged Students	73.6%	11	

### Dropout Rate by Subgroup

This table presents the Dropout Rates and state means for the school and by ethnic/racial subgroup and special population.

	School Rate	State Rate
Schoolwide	3.1%	1.2%
White	1.3%	0.6%
African American	3.6%	2.6%
Hispanic	4.7%	2.2%
American Indian	S	3.4%
Asian	1.1%	0.2%
Native Hawaiian	N	0.3%
Two or More Races	N	1.0%
Students with Disability	0.7%	1.7%
English Language Learners	0.4%	0.1%
Economically Disadvantaged Students	2.9%	1.7%



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### Extended Year Graduation Rate

The table below presents the 4-year and 5-year graduation rates for the prior school year's cohort.

Class of	4-Year Rate	5-Year Rate
2013	67%	73%
2014	70%	76%
2015	74%	78%
2016	76%	

### Postsecondary Enrollment Rates

This table presents the enrollment rates of this school's high school graduates into a 2 year or 4 year institution 16-months after high school graduation for the school and state and by ethnic/racial subgroup and special population.

	Percent Enrolled	Percent in 2 Years	Percent in 4 Years
Statewide	76.8%	33.9%	66.1%
Schoolwide	65.2%	46.1%	53.9%
White	78.0%	27.1%	72.9%
African American	46.7%	61.9%	38.1%
Hispanic	46.7%	69.4%	30.6%
American Indian	0.0%	0.0%	0.0%
Asian	89.1%	43.9%	56.1%
Native Hawaiian	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%
Students with Disability	41.1%	80.0%	20.0%
English Language Learners	S	S	S
Economically Disadvantaged Students	58.2%	57.2%	42.8%



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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 25 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 40 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	320:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	22.5%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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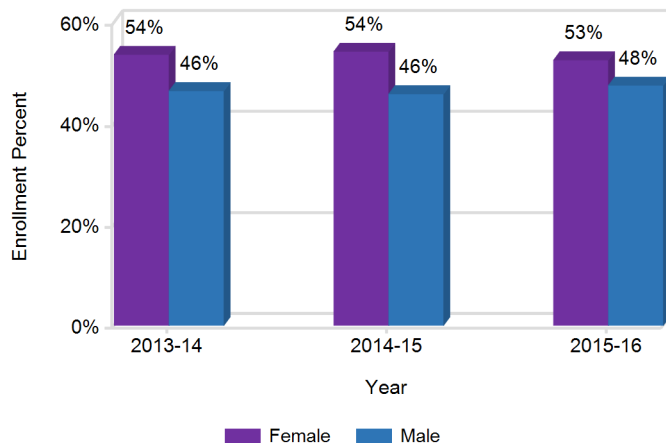
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	0	38
Grade KG	72	44	46
Grade 01	72	68	50
Grade 02	63	68	45
Grade 03	42	58	59
Grade 04	56	47	61
Grade 05	44	49	44
UG	0	0	0
Total	349	334	343

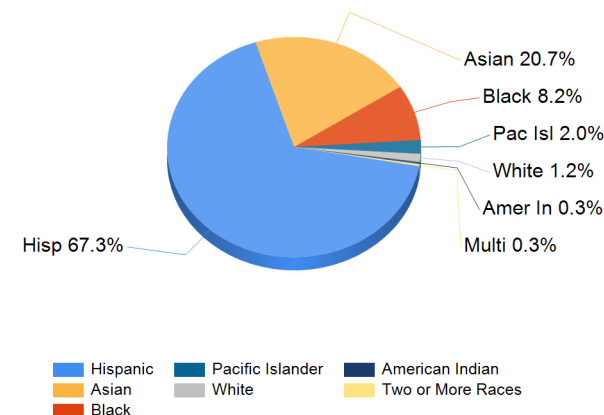
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



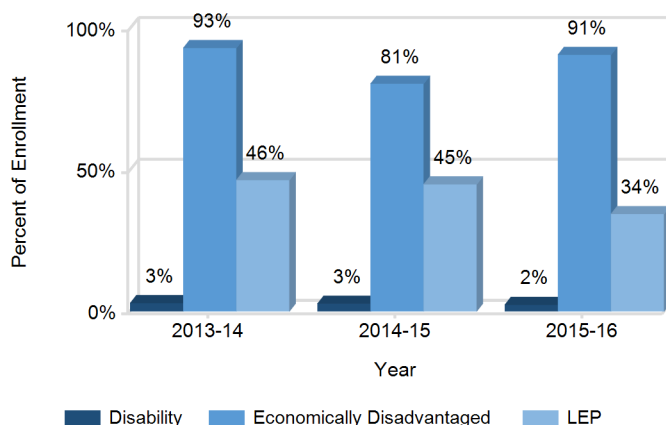
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	56.6%
English	23.6%
Bengali	10.5%
Vietnamese	5.8%
Chinese	1.5%
Other	2.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	33%	67	19
Mathematics Met or Exceeded Expectations	27%	56	18

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	192	33%	19	100%	✓	192	27%	18	100%	✓
White	N	N	N	N		N	N	N	N	
African American	S	S	S	S		S	S	S	S	
Hispanic	133	23%	14	100%	✓	133	15%	12	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	50	64%	30	100%	✓	50	62%	27	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	188	33%	45	100%	✓	188	26%	43	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	60	733	721	746	20%	23%	23%	27%	7%	33%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	43	720	718	730	28%	30%	21%	21%	N	21%	31%
Asian	14	769	755	772	N	7%	21%	43%	29%	71%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	732	753	S	S	S	S	S	S	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	60	733	720	727	20%	23%	23%	27%	7%	33%	28%
PARCC MATH											
<b>Schoolwide</b>	60	740	729	749	13%	15%	32%	35%	5%	40%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	43	731	726	736	14%	19%	44%	23%	N	23%	35%
Asian	14	777	760	777	N	7%	N	71%	21%	93%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	723	754	S	S	S	S	S	S	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	22	724	720	724	23%	23%	41%	14%	N	14%	20%
Economically Disadvantaged Students	60	740	728	732	13%	15%	32%	35%	5%	40%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	66	736	733	750	12%	27%	23%	33%	5%	38%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	725	733	S	S	S	S	S	S	33%
Hispanic	45	732	730	737	9%	36%	27%	27%	2%	29%	37%
Asian	S	S	756	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	64	735	732	734	13%	28%	23%	31%	5%	36%	33%
PARCC MATH											
<b>Schoolwide</b>	66	725	726	745	15%	33%	33%	18%	N	18%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	45	721	723	733	18%	38%	33%	11%	N	11%	30%
Asian	S	S	747	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	64	724	725	730	16%	34%	34%	16%	N	16%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	81	738	727	751	9%	24%	35%	32%	1%	33%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	718	733	S	S	S	S	S	S	32%
Hispanic	52	732	727	738	10%	27%	44%	19%	N	19%	37%
Asian	25	753	750	773	8%	12%	12%	64%	4%	68%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	712	759	S	S	S	S	S	S	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	S	S	687	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	78	738	727	735	9%	23%	35%	32%	1%	33%	33%
PARCC MATH											
<b>Schoolwide</b>	81	737	724	747	4%	33%	36%	22%	5%	27%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	712	728	S	S	S	S	S	S	24%
Hispanic	52	730	725	735	2%	40%	44%	12%	2%	14%	31%
Asian	25	756	753	774	N	16%	24%	48%	12%	60%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	711	754	S	S	S	S	S	S	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	S	S	705	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	78	737	724	732	4%	33%	37%	22%	4%	26%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



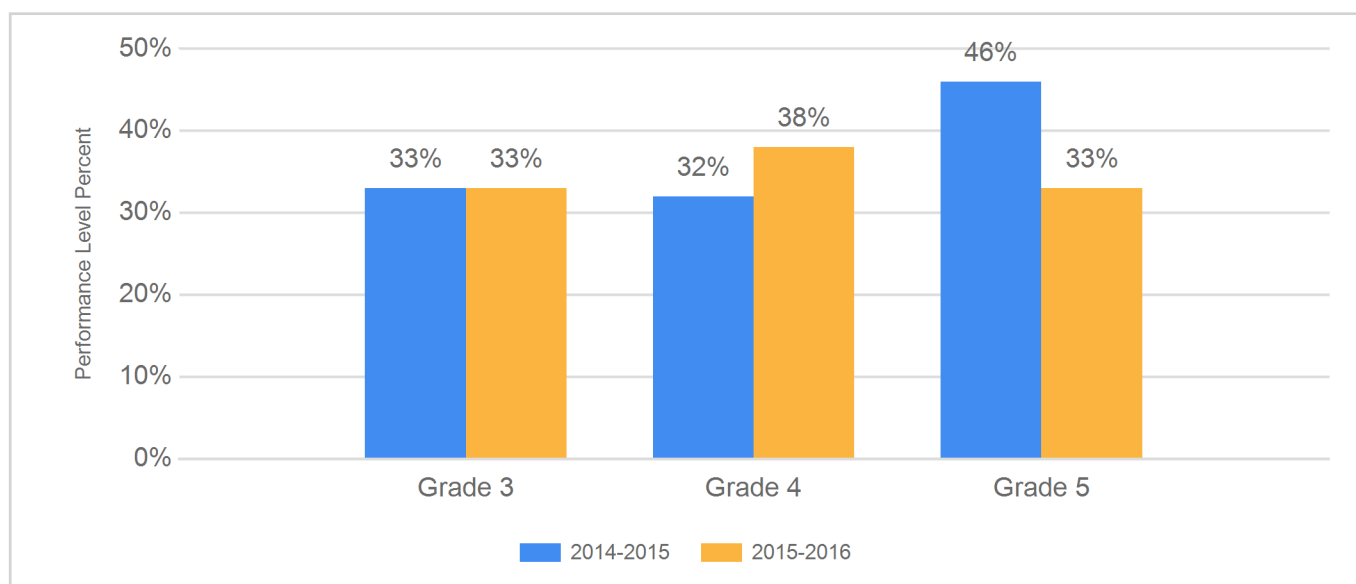
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





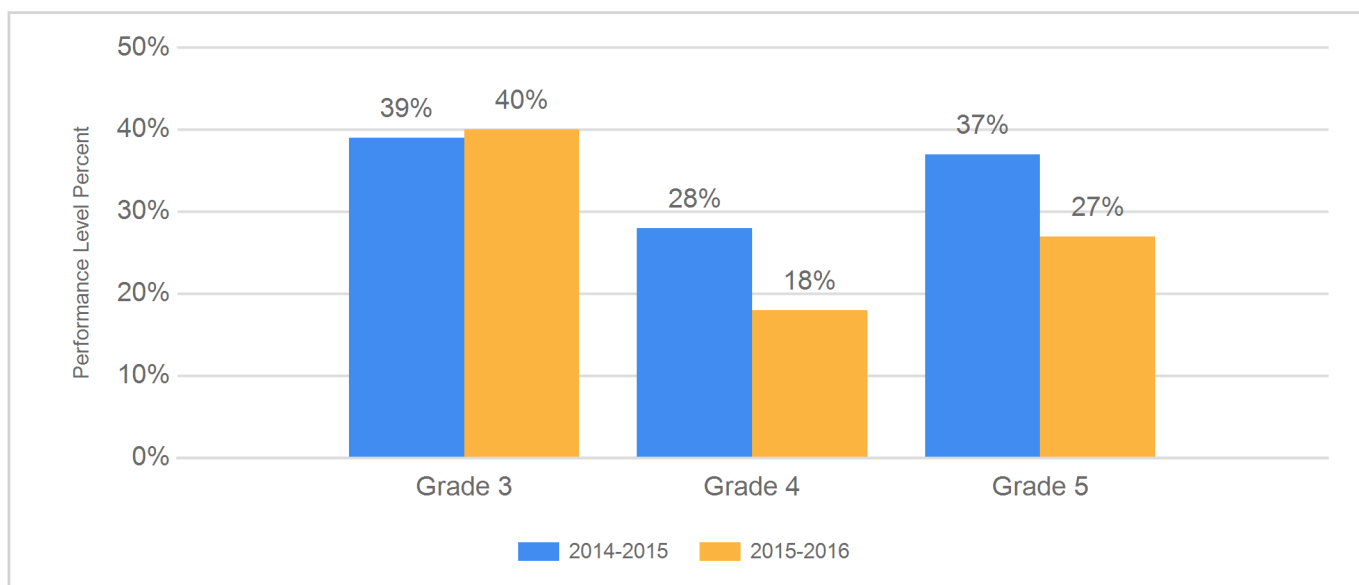
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

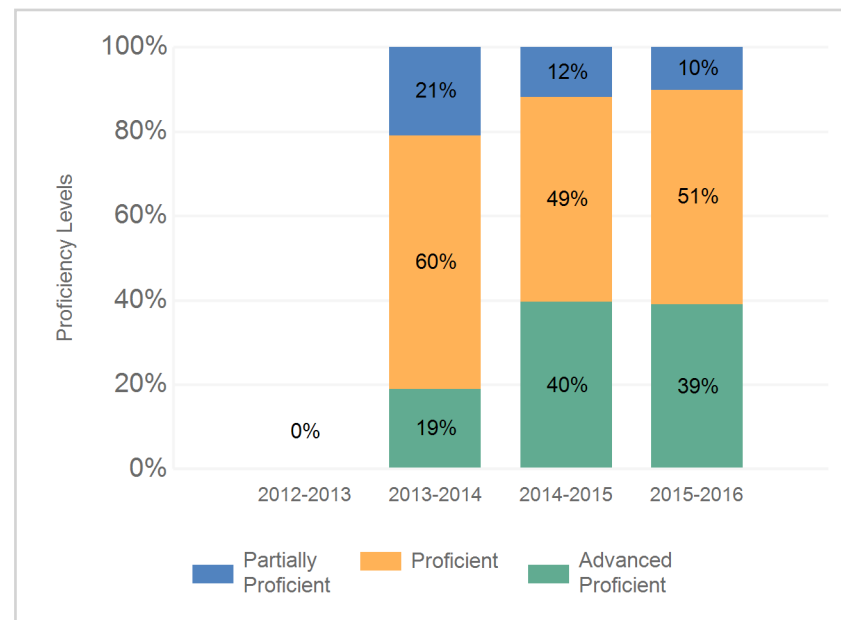
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	39%	51%	10%
White	N	N	N
African American	S	S	S
Hispanic	27%	63%	10%
American Indian	N	N	N
Asian	75%	17%	8%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	39%	50%	11%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	52	53	50
Student Growth on Math	32	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	9%	14%	0%
Approached (L3)	4%	16%	11%
Met (L4)	8%	17%	12%
Exceeded (L5)	0%	1%	3%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	20%	9%	1%
Approached (L3)	19%	8%	10%
Met (L4)	4%	6%	11%
Exceeded (L5)	0%	2%	1%



State of New Jersey  
2015-2016

Grade Span 4F-05

01-0110-300

ATLANTIC

ATLANTIC CITY

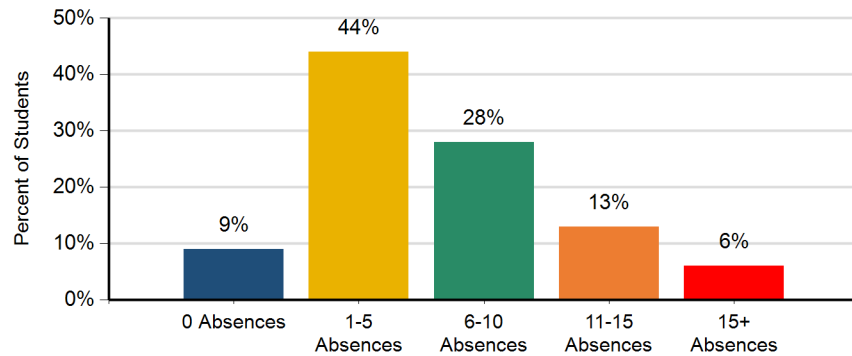
Brighton Avenue School

30 N. Brighton Avenue

Atlantic City, NJ 08401

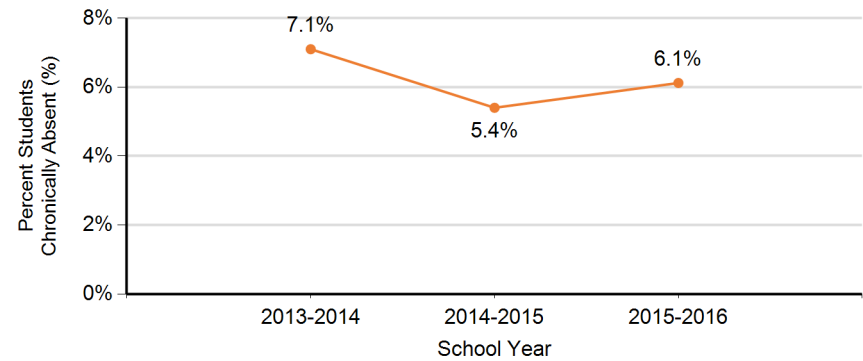
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	9:1
Administrator	172:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%





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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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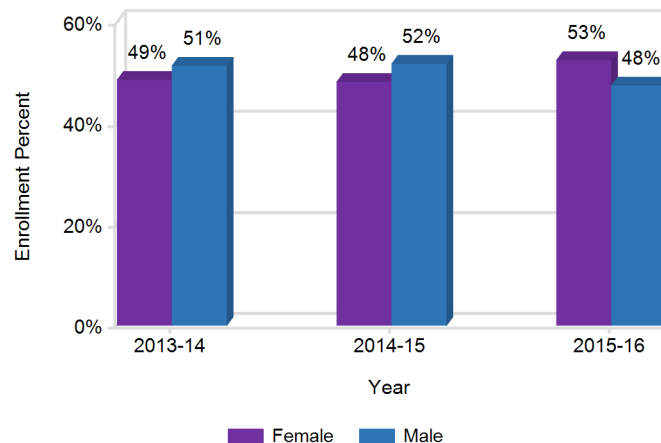
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	0	29	74
Grade KG	32	40	24
Grade 01	36	35	36
Grade 02	35	39	34
Grade 03	29	40	36
Grade 04	37	27	42
Grade 05	37	39	22
Grade 06	29	34	35
Grade 07	37	27	32
Grade 08	24	38	33
UG	0	9	5
<b>Total</b>	<b>296</b>	<b>357</b>	<b>373</b>

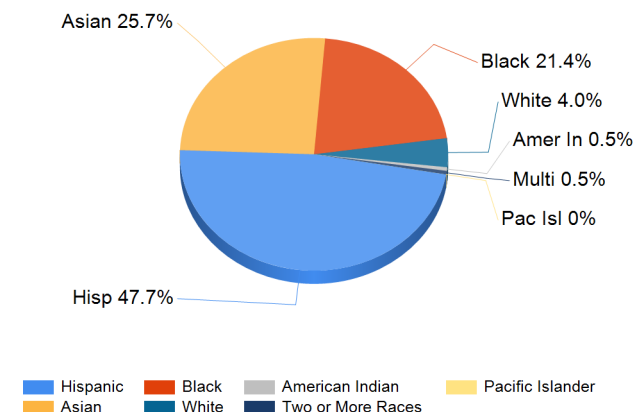
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



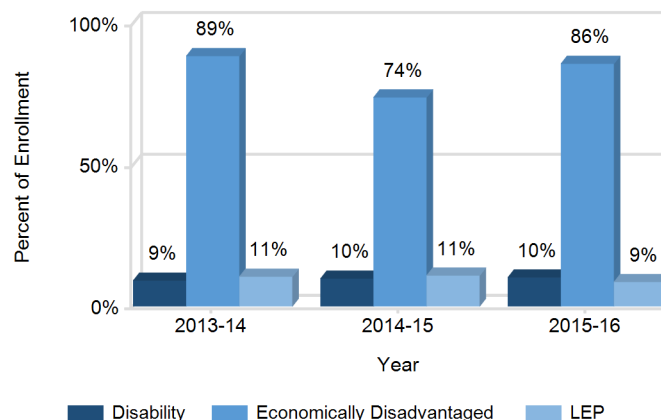
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	46.1%
Spanish	32.4%
Bengali	13.4%
Vietnamese	3.2%
Urdu	2.7%
Other	2.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	57%	100	49
Mathematics Met or Exceeded Expectations	37%	78	28

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	182	57%	49	98%	✓	182	37%	28	97%	✓
White	S	S	S	S		S	S	S	S	
African American	41	41%	49	96%	✓	41	29%	48	96%	✓
Hispanic	86	52%	61	98%	✓	86	36%	45	97%	✓
American Indian	S	S	S	S		S	S	S	S	
Asian	45	80%	51	98%	✓	45	51%	13	98%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	S	S	S	S		S	S	S	S	
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	167	57%	85	98%	✓	167	38%	65	97%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	37	733	721	746	19%	27%	24%	24%	5%	30%	48%
White	S	S	721	756	S	S	S	S	S	S	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	21	730	718	730	24%	24%	19%	29%	5%	33%	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	36	732	720	727	19%	28%	25%	22%	6%	28%	28%
PARCC MATH											
<b>Schoolwide</b>	38	734	729	749	13%	21%	37%	21%	8%	29%	52%
White	S	S	711	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	21	732	726	736	10%	33%	24%	29%	5%	33%	35%
Asian	S	S	760	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	37	732	728	732	14%	22%	38%	19%	8%	27%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	42	750	733	750	7%	7%	43%	33%	10%	43%	54%
White	S	S	748	759	S	S	S	S	S	S	64%
African American	S	S	725	733	S	S	S	S	S	S	33%
Hispanic	20	743	730	737	15%	10%	40%	30%	5%	35%	37%
Asian	11	768	756	773	N	N	27%	46%	27%	73%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	37	750	732	734	8%	8%	41%	32%	11%	43%	33%
PARCC MATH											
<b>Schoolwide</b>	43	743	726	745	2%	23%	37%	35%	2%	37%	47%
White	S	S	741	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	21	740	723	733	5%	29%	24%	38%	5%	43%	30%
Asian	11	756	747	771	N	9%	36%	55%	N	55%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	38	743	725	730	3%	24%	34%	37%	3%	40%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	24	746	727	751	4%	13%	42%	42%	N	42%	53%
White	S	S	721	758	S	S	S	S	S	S	64%
African American	S	S	718	733	S	S	S	S	S	S	32%
Hispanic	11	755	727	738	N	N	55%	46%	N	46%	37%
Asian	S	S	750	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	23	747	727	735	4%	13%	39%	44%	N	44%	33%
PARCC MATH											
<b>Schoolwide</b>	24	733	724	747	13%	25%	38%	25%	N	25%	47%
White	S	S	719	753	S	S	S	S	S	S	57%
African American	S	S	712	728	S	S	S	S	S	S	24%
Hispanic	11	733	725	735	9%	27%	36%	27%	N	27%	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	23	734	724	732	9%	26%	39%	26%	N	26%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	32	749	734	750	3%	9%	34%	50%	3%	53%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	S	S	726	732	S	S	S	S	S	S	31%
Hispanic	17	740	730	738	6%	12%	53%	29%	N	29%	37%
Asian	S	S	760	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	29	750	733	735	3%	7%	35%	52%	3%	55%	33%
PARCC MATH											
<b>Schoolwide</b>	32	739	725	743	3%	19%	44%	31%	3%	34%	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	713	724	S	S	S	S	S	S	20%
Hispanic	17	731	723	730	6%	24%	41%	29%	N	29%	26%
Asian	S	S	756	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	29	740	724	728	3%	17%	48%	28%	3%	31%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	32	768	735	753	3%	3%	6%	63%	25%	88%	56%
White	S	S	735	760	S	S	S	S	S	S	65%
African American	S	S	723	733	S	S	S	S	S	S	35%
Hispanic	16	764	738	739	6%	N	6%	69%	19%	88%	41%
Asian	S	S	759	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	30	767	735	735	3%	3%	7%	60%	27%	87%	37%
PARCC MATH											
<b>Schoolwide</b>	33	734	728	740	6%	24%	36%	33%	N	33%	39%
White	S	S	726	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	17	730	729	729	12%	12%	59%	18%	N	18%	23%
Asian	S	S	751	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	704	713	S	S	S	S	S	S	9%
English Language Learners	S	S	713	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	31	735	728	727	7%	23%	36%	36%	N	36%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	28	764	735	753	11%	7%	7%	50%	25%	75%	55%
White	S	S	757	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	11	761	732	740	9%	9%	N	73%	9%	82%	43%
Asian	S	S	764	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	793	756	S	S	S	S	S	S	59%
Students with Disability	S	S	703	715	S	S	S	S	S	S	16%
English Language Learners	S	S	707	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	25	764	735	736	12%	8%	4%	48%	28%	76%	38%
**PARCC MATH											
<b>Schoolwide</b>	29	740	726	726	21%	7%	24%	45%	3%	48%	26%
White	S	S	742	732	S	S	S	S	S	S	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	11	737	726	721	18%	9%	27%	46%	N	46%	20%
Asian	S	S	760	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	775	726	S	S	S	S	S	S	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	S	S	715	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	26	739	726	718	23%	8%	19%	46%	4%	50%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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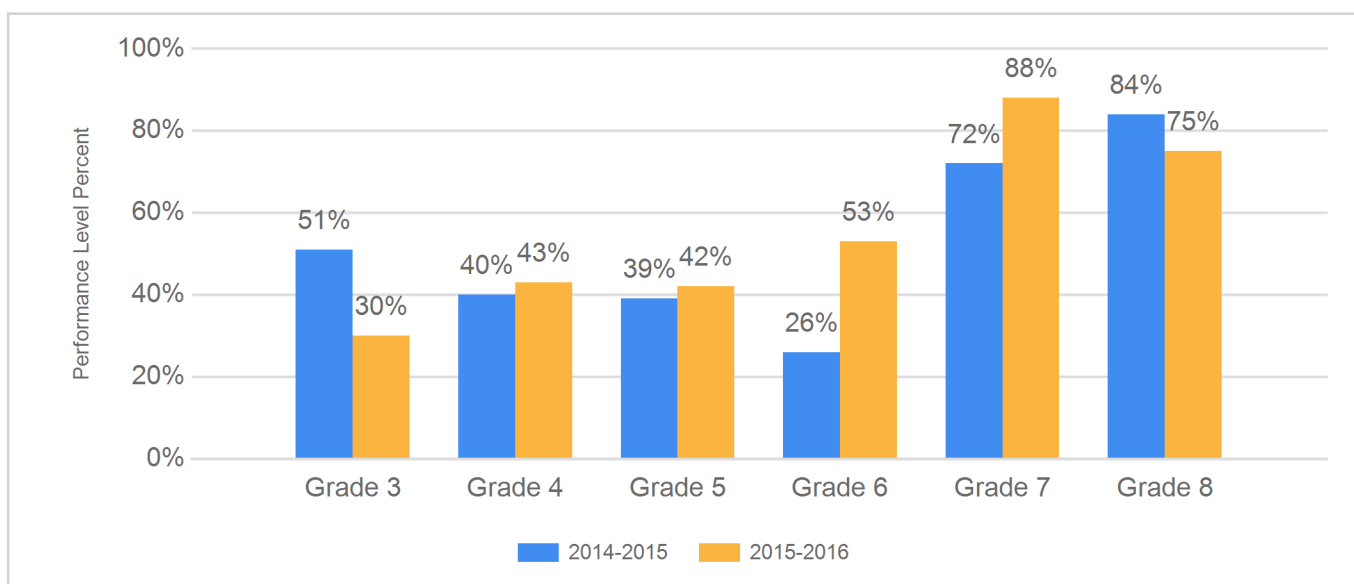
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	769	N	N	N	N	N	N	42%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



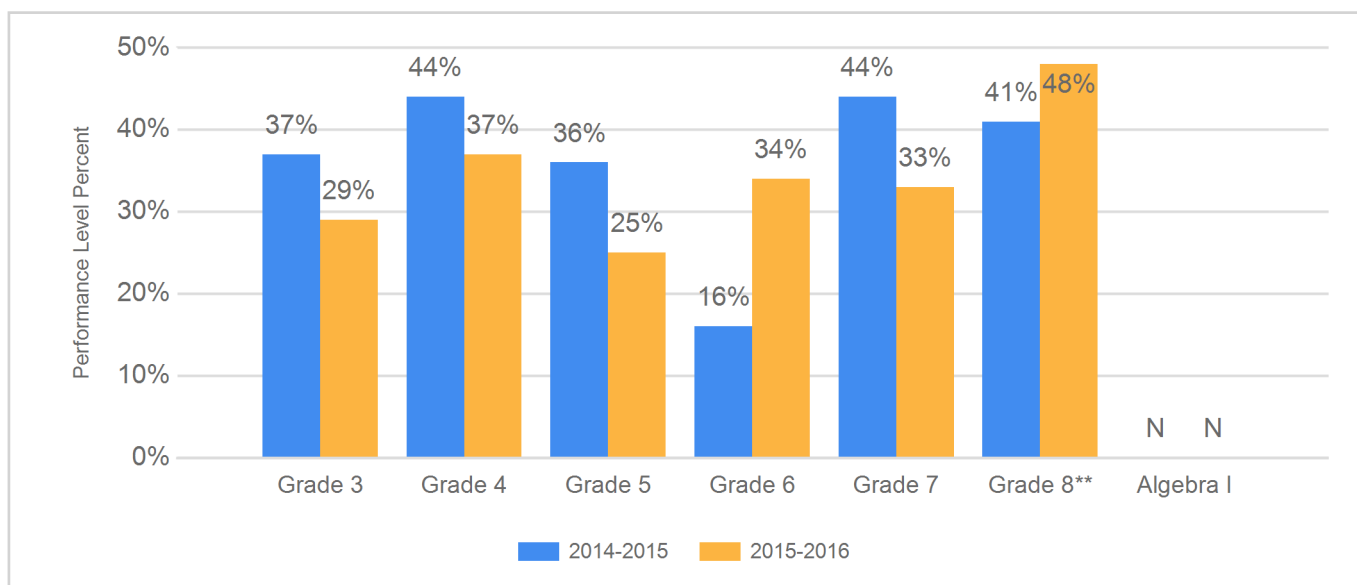
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

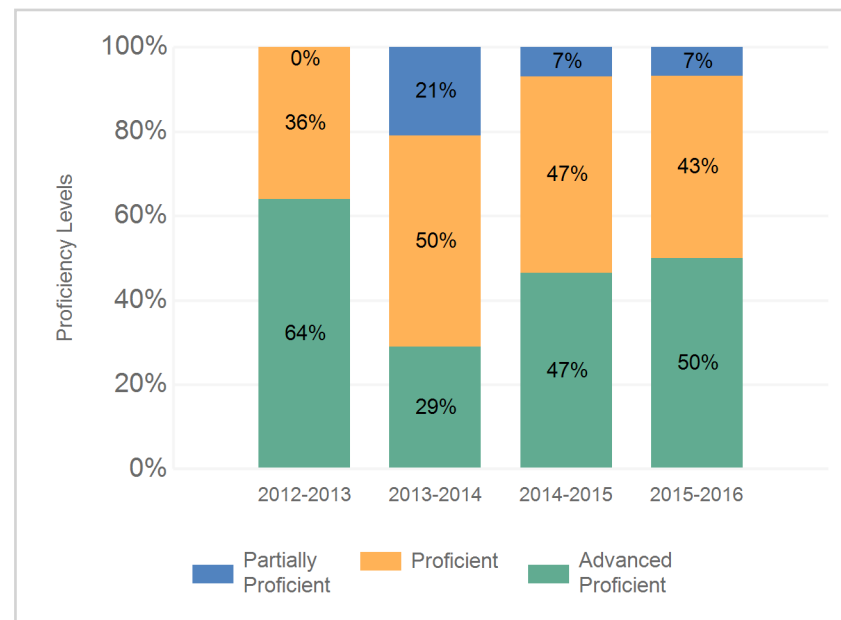
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	50%	43%	7%
White	S	S	S
African American	S	S	S
Hispanic	32%	55%	14%
American Indian	N	N	N
Asian	82%	18%	N
Two or More Races	N	N	N
Students with Disability	27%	46%	27%
English Language Learners	S	S	S
Economically Disadvantaged Students	48%	45%	8%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

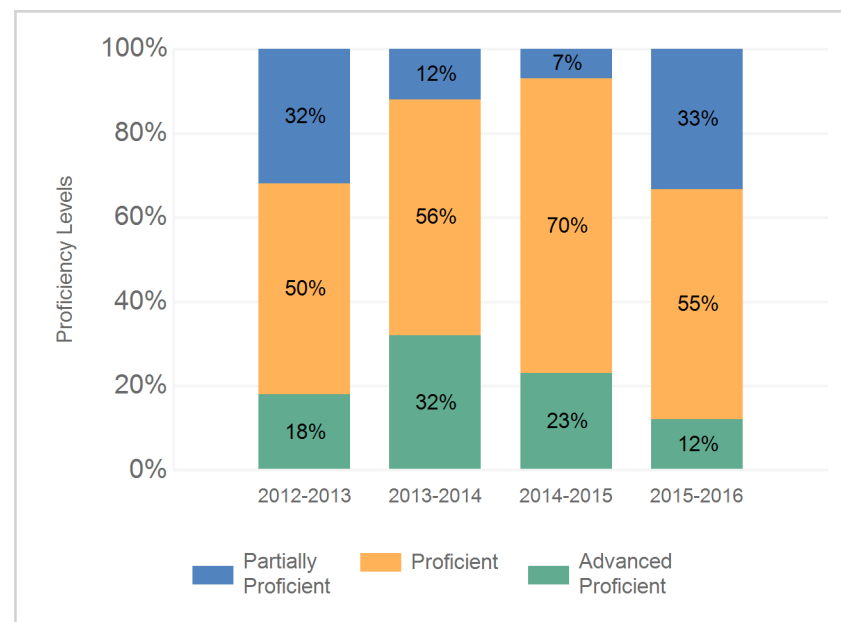
## NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	12%	55%	33%
White	S	S	S
African American	N	39%	62%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	14%	50%	36%

## NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	69	53	50
Student Growth on Math	49	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	3%	3%	0%
Approached (L3)	8%	9%	11%
Met (L4)	6%	12%	30%
Exceeded (L5)	0%	3%	11%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	1%	0%
Partially Met (L2)	9%	5%	5%
Approached (L3)	10%	11%	15%
Met (L4)	7%	11%	19%
Exceeded (L5)	0%	1%	1%





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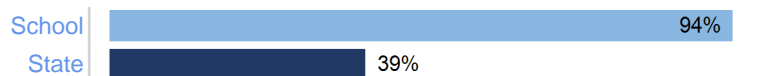
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



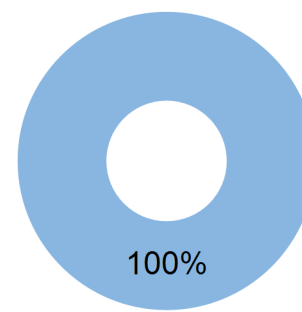
### DANCE



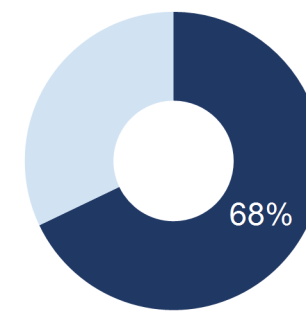
### VISUAL ARTS



### Any Visual and Performing Arts



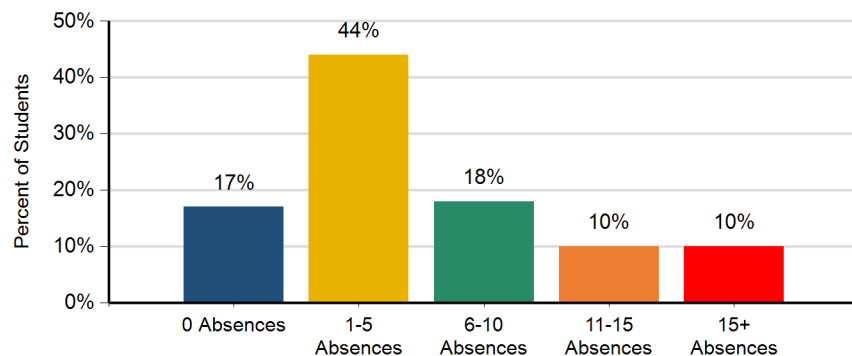
School



State

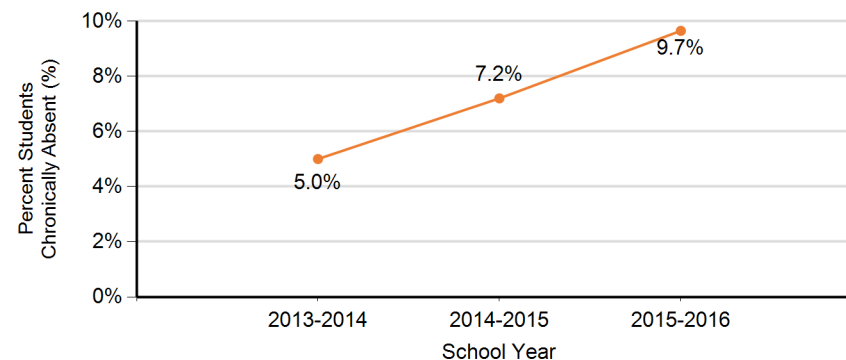
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	373:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.8%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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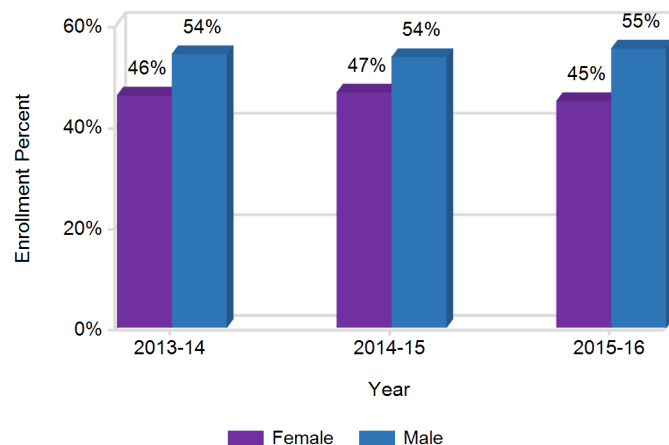
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	96	95	75
Grade KG	81	50	71
Grade 01	80	91	52
Grade 02	71	65	70
Grade 03	70	68	58
Grade 04	65	60	68
Grade 05	66	52	61
Grade 06	71	48	59
Grade 07	49	57	64
Grade 08	51	41	53
UG	1	52	7
<b>Total</b>	<b>701</b>	<b>679</b>	<b>638</b>

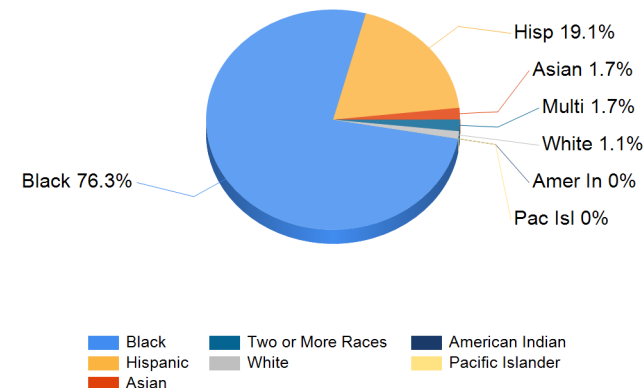
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



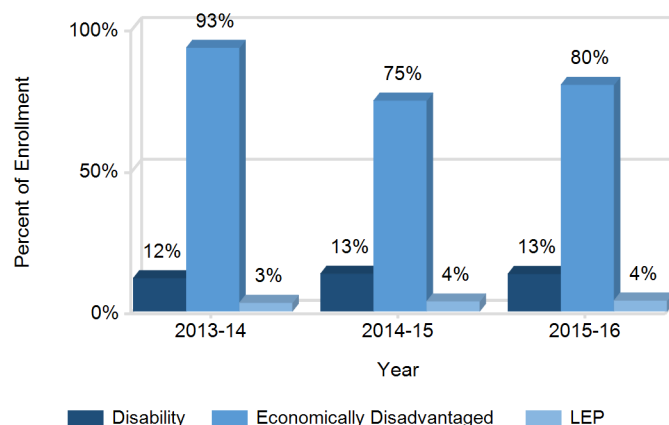
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	90.0%
Spanish	8.9%
Bengali	0.3%
French	0.3%
Chinese	0.2%
Other	0.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	19%	33	6
Mathematics Met or Exceeded Expectations	17%	33	8

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	310	19%	6	98%	✓	310	17%	8	98%	✓
White	S	S	S	S		S	S	S	S	
African American	260	20%	20	98%	✓	260	16%	27	98%	✓
Hispanic	44	11%	4	98%	✓	44	18%	16	98%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	50	4%	12	97%	✓	50	8%	24	95%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	289	16%	9	98%	✓	289	15%	13	98%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	58	705	721	746	47%	29%	14%	10%	N	10%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	S	S	718	730	S	S	S	S	S	S	31%
Asian	N	N	N	772	N	N	N	N	N	N	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	732	753	S	S	S	S	S	S	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	N	N	N	709	N	N	N	N	N	N	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
<b>Schoolwide</b>	58	719	729	749	24%	31%	31%	14%	N	14%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	51	718	719	730	26%	29%	33%	12%	N	12%	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	N	N	N	777	N	N	N	N	N	N	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	723	754	S	S	S	S	S	S	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	N	N	N	724	N	N	N	N	N	N	20%
Economically Disadvantaged Students	57	717	728	732	25%	32%	32%	12%	N	12%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	717	733	750	23%	41%	23%	11%	2%	13%	54%
White	S	S	748	759	S	S	S	S	S	S	64%
African American	49	715	725	733	22%	41%	25%	12%	N	12%	33%
Hispanic	S	S	730	737	S	S	S	S	S	S	37%
Asian	S	S	756	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	S	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	64	717	732	734	23%	41%	23%	11%	2%	13%	33%
PARCC MATH											
<b>Schoolwide</b>	S	S	726	745	S	S	S	S	S	S	47%
White	S	S	741	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	12	723	723	733	8%	50%	25%	17%	N	17%	30%
Asian	S	S	747	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	725	730	S	S	S	S	S	S	27%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	56	722	727	751	20%	45%	14%	20%	2%	21%	53%
White	S	S	721	758	S	S	S	S	S	S	64%
African American	50	721	718	733	22%	44%	12%	20%	2%	22%	32%
Hispanic	S	S	S	738	S	S	S	S	S	S	37%
Asian	N	N	N	773	N	N	N	N	N	N	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	S	S	687	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	51	720	727	735	22%	45%	14%	18%	2%	20%	33%
PARCC MATH											
<b>Schoolwide</b>	56	714	724	747	25%	39%	23%	13%	N	13%	47%
White	S	S	719	753	S	S	S	S	S	S	57%
African American	50	713	712	728	26%	38%	24%	12%	N	12%	24%
Hispanic	S	S	725	735	S	S	S	S	S	S	31%
Asian	N	N	N	774	N	N	N	N	N	N	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	S	S	705	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	724	732	S	S	S	S	S	S	28%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations





State of New Jersey  
2015-2016

Grade Span 4F-08

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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	48	732	734	750	17%	25%	23%	31%	4%	35%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	42	733	726	732	14%	29%	21%	31%	5%	36%	31%
Hispanic	S	S	730	738	S	S	S	S	S	S	37%
Asian	S	S	760	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	700	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	40	726	733	735	20%	28%	28%	23%	3%	25%	33%
PARCC MATH											
<b>Schoolwide</b>	48	727	725	743	19%	25%	29%	23%	4%	27%	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	42	727	713	724	19%	21%	31%	26%	2%	29%	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	S	S	756	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	40	723	724	728	23%	30%	25%	20%	3%	23%	23%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	63	718	735	753	27%	24%	38%	11%	N	11%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	52	718	723	733	27%	25%	37%	12%	N	12%	35%
Hispanic	S	S	738	739	S	S	S	S	S	S	41%
Asian	N	N	N	781	N	N	N	N	N	N	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	752	759	S	S	S	S	S	S	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	703	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	735	735	S	S	S	S	S	S	37%
PARCC MATH											
<b>Schoolwide</b>	S	S	728	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	S	S	729	729	S	S	S	S	S	S	23%
Asian	N	N	N	763	N	N	N	N	N	N	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	743	744	S	S	S	S	S	S	44%
Students with Disability	S	S	704	713	S	S	S	S	S	S	9%
English Language Learners	S	S	713	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	728	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	53	725	735	753	23%	25%	25%	28%	N	28%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	S	S	732	740	S	S	S	S	S	S	43%
Asian	N	N	N	780	N	N	N	N	N	N	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	703	715	S	S	S	S	S	S	16%
English Language Learners	S	S	707	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	48	724	735	736	23%	23%	25%	29%	N	29%	38%
**PARCC MATH											
<b>Schoolwide</b>	48	724	726	726	25%	21%	29%	25%	N	25%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	S	S	726	721	S	S	S	S	S	S	20%
Asian	N	N	N	745	N	N	N	N	N	N	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	S	S	715	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	43	724	726	718	26%	19%	30%	26%	N	26%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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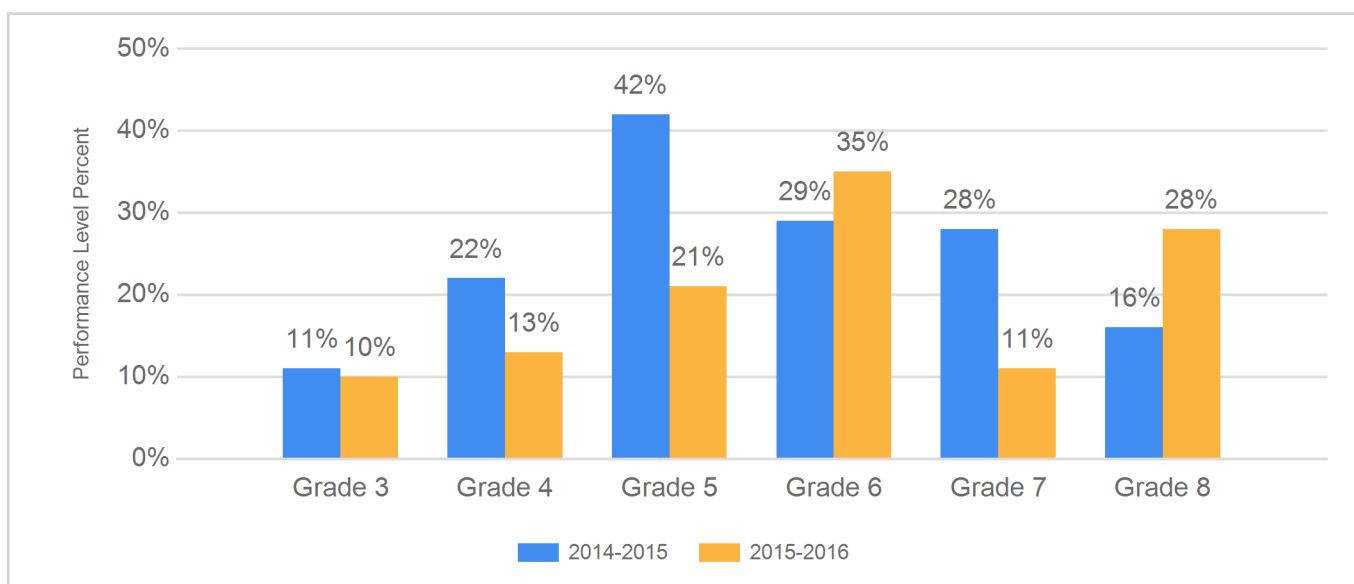
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>782</b>	<b>769</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>42%</b>
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	774	748	S	S	S	S	S	S	20%
Hispanic	S	S	767	746	S	S	S	S	S	S	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	784	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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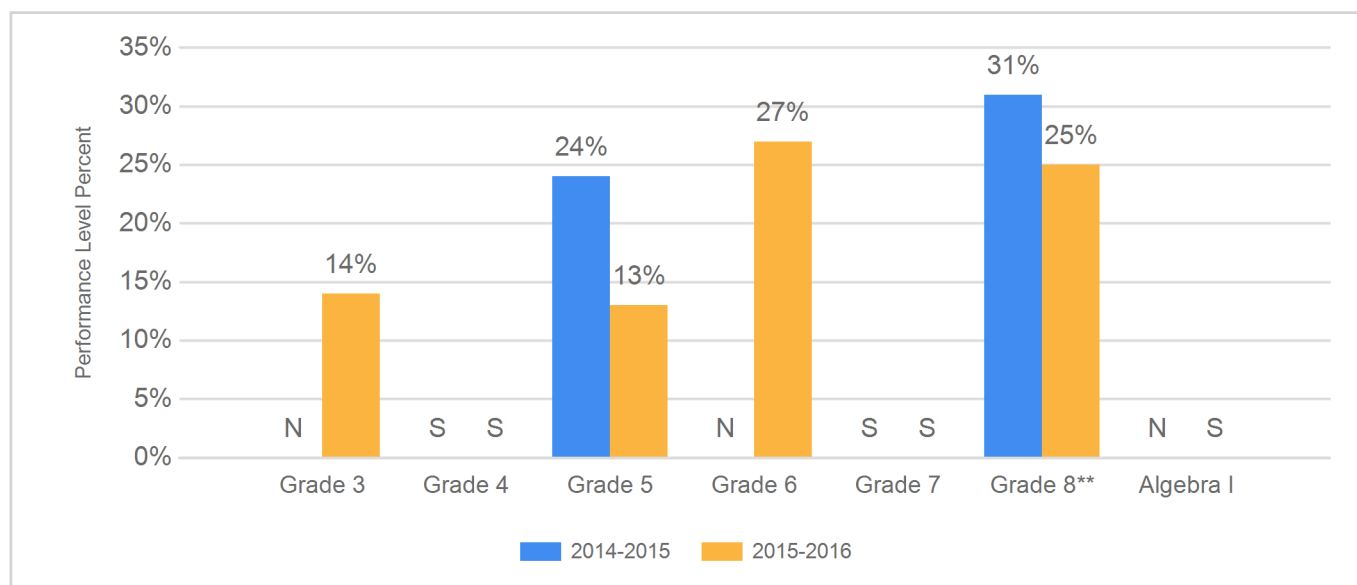
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

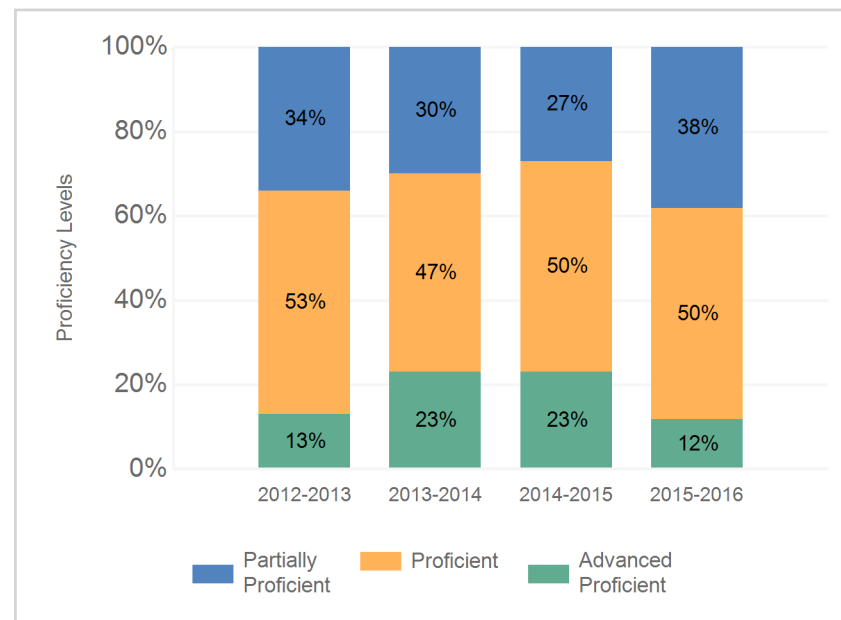
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	12%	50%	38%
White	S	S	S
African American	6%	60%	34%
Hispanic	27%	20%	53%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	17%	42%	42%
English Language Learners	S	S	S
Economically Disadvantaged Students	12%	50%	38%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

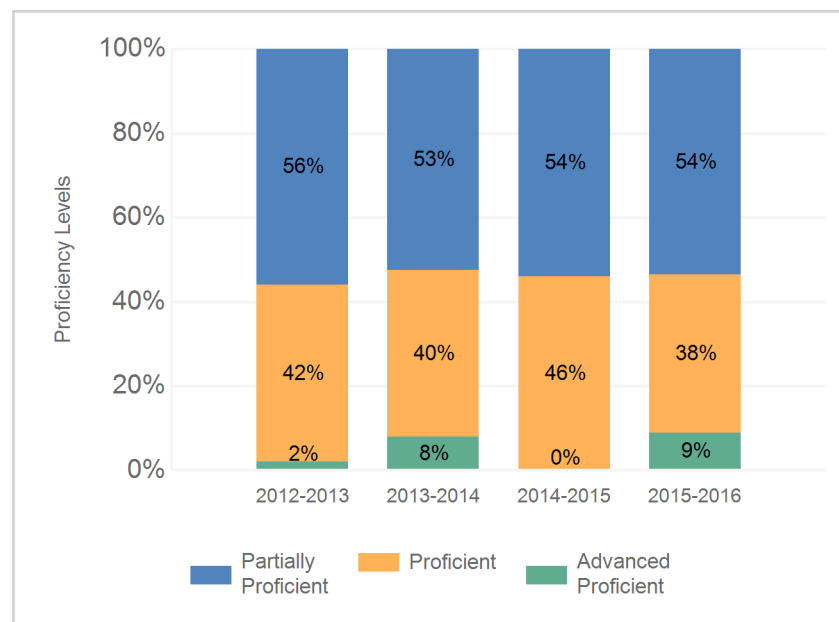
## NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	9%	38%	54%
White	S	S	S
African American	9%	40%	51%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	9%	36%	55%

## NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4read.html>

Reading Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8read.html>

Math Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4math.html>

Math Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8math.html>

Science Grade 4

<http://www.nj.gov/education/pr/1415/naep/naep4science.html>

Science Grade 8

<http://www.nj.gov/education/pr/1415/naep/naep8science.html>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	33	53	50
Student Growth on Math	47	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	17%	2%	1%
Partially Met (L2)	19%	9%	4%
Approached (L3)	13%	8%	6%
Met (L4)	4%	5%	10%
Exceeded (L5)	0%	1%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	2%	1%
Partially Met (L2)	16%	10%	9%
Approached (L3)	6%	8%	17%
Met (L4)	2%	3%	10%
Exceeded (L5)	0%	0%	0%



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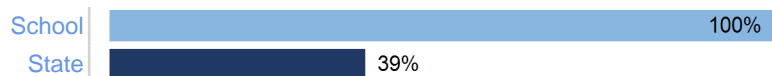
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



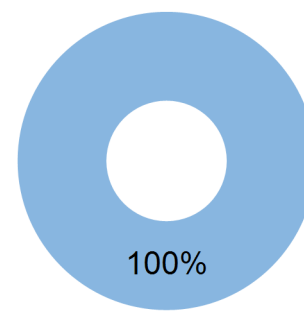
### DANCE



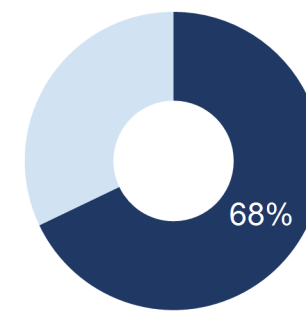
### VISUAL ARTS



### Any Visual and Performing Arts



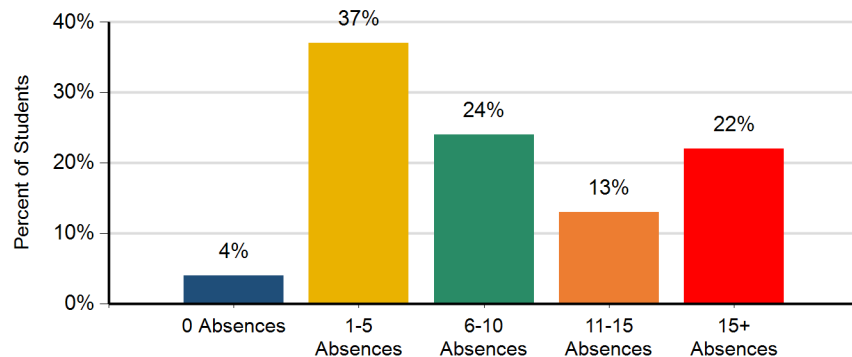
School



State

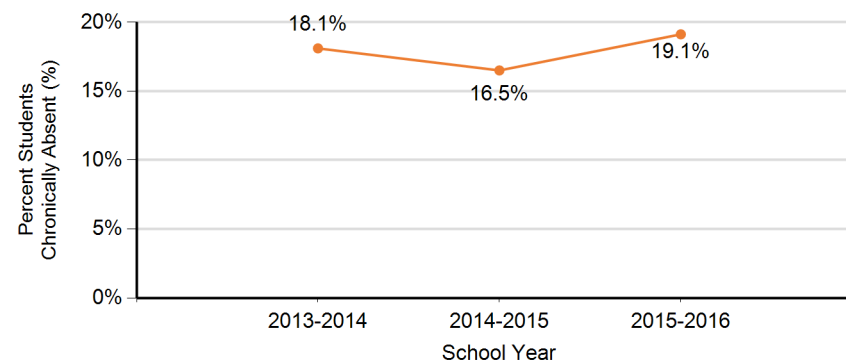
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	319:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	6.7%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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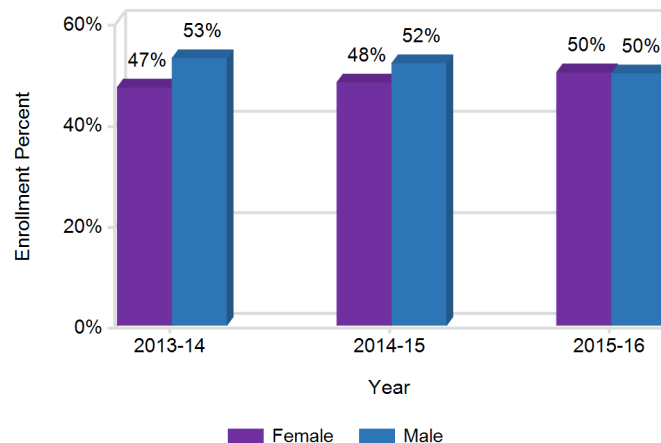
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	33	34	42
Grade KG	98	69	69
Grade 01	84	69	58
Grade 02	84	72	78
Grade 03	88	61	70
Grade 04	75	66	49
Grade 05	65	60	58
Grade 06	64	48	60
Grade 07	59	53	47
Grade 08	42	50	64
UG	19	35	4
<b>Total</b>	<b>711</b>	<b>617</b>	<b>599</b>

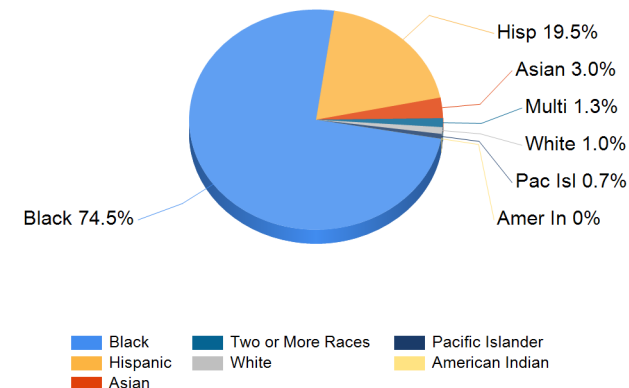
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



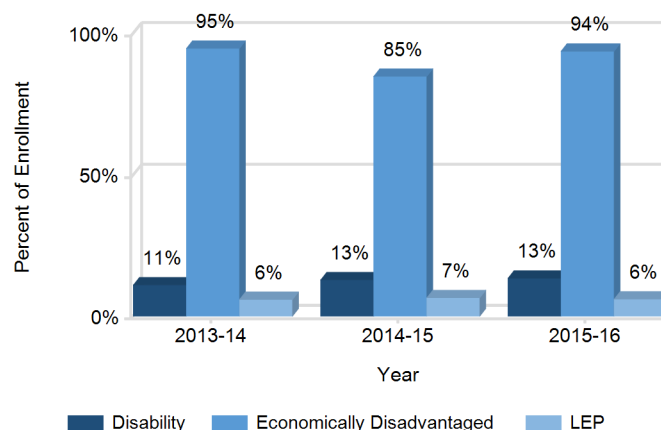
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	84.6%
Spanish	10.5%
Urdu	1.8%
Bengali	0.5%
Creoles and pidgins, English based	0.5%
Other	2.1%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	12%	11	2
Mathematics Met or Exceeded Expectations	9%	11	3

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	300	12%	2	98%	✓	299	9%	3	98%	✓
White	S	S	S	S		S	S	S	S	
African American	236	12%	12	97%	✓	235	9%	17	97%	✓
Hispanic	49	10%	2	100%	✓	49	6%	5	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	55	N	0	99%	✓	55	7%	22	99%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	297	12%	6	98%	✓	296	9%	8	98%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	721	746	S	S	S	S	S	S	48%
White	S	S	721	756	S	S	S	S	S	S	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	S	S	718	730	S	S	S	S	S	S	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	732	753	S	S	S	S	S	S	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	63	710	729	749	37%	29%	19%	16%	N	16%	52%
White	S	S	711	757	S	S	S	S	S	S	63%
African American	46	714	719	730	33%	30%	17%	20%	N	20%	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	S	S	760	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	723	754	S	S	S	S	S	S	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	63	710	728	732	37%	29%	19%	16%	N	16%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	54	734	733	750	11%	28%	35%	26%	N	26%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	40	735	725	733	13%	28%	30%	30%	N	30%	33%
Hispanic	S	S	730	737	S	S	S	S	S	S	37%
Asian	S	S	756	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	N	N	N	712	N	N	N	N	N	N	12%
Economically Disadvantaged Students	54	734	732	734	11%	28%	35%	26%	N	26%	33%
PARCC MATH											
<b>Schoolwide</b>	54	723	726	745	15%	37%	33%	15%	N	15%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	40	722	718	727	18%	40%	25%	18%	N	18%	24%
Hispanic	S	S	S	733	S	S	S	S	S	S	30%
Asian	S	S	747	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	N	N	N	720	N	N	N	N	N	N	16%
Economically Disadvantaged Students	54	723	725	730	15%	37%	33%	15%	N	15%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	S	S	727	751	S	S	S	S	S	S	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	718	733	S	S	S	S	S	S	32%
Hispanic	S	S	727	738	S	S	S	S	S	S	37%
Asian	S	S	750	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	712	759	S	S	S	S	S	S	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	S	S	687	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	727	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	S	S	724	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	712	728	S	S	S	S	S	S	24%
Hispanic	S	S	725	735	S	S	S	S	S	S	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	711	754	S	S	S	S	S	S	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	S	S	705	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	724	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	62	720	734	750	24%	29%	34%	13%	N	13%	52%
White	N	N	N	756	N	N	N	N	N	N	61%
African American	54	720	726	732	24%	28%	35%	13%	N	13%	31%
Hispanic	S	S	730	738	S	S	S	S	S	S	37%
Asian	S	S	760	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	N	N	N	709	N	N	N	N	N	N	10%
Economically Disadvantaged Students	62	720	733	735	24%	29%	34%	13%	N	13%	33%
PARCC MATH											
<b>Schoolwide</b>	S	S	725	743	S	S	S	S	S	S	43%
White	N	N	N	750	N	N	N	N	N	N	53%
African American	S	S	713	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	S	S	756	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	N	N	N	713	N	N	N	N	N	N	12%
Economically Disadvantaged Students	S	S	724	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	51	715	735	753	28%	37%	24%	10%	2%	12%	56%
White	S	S	735	760	S	S	S	S	S	S	65%
African American	38	715	723	733	26%	40%	21%	13%	N	13%	35%
Hispanic	S	S	738	739	S	S	S	S	S	S	41%
Asian	S	S	759	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	703	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	50	715	735	735	26%	38%	24%	10%	2%	12%	37%
PARCC MATH											
<b>Schoolwide</b>	51	717	728	740	29%	31%	26%	14%	N	14%	39%
White	S	S	726	747	S	S	S	S	S	S	47%
African American	38	716	718	724	26%	42%	21%	11%	N	11%	19%
Hispanic	S	S	729	729	S	S	S	S	S	S	23%
Asian	S	S	751	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	704	713	S	S	S	S	S	S	9%
English Language Learners	S	S	713	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	50	716	728	727	30%	30%	26%	14%	N	14%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	61	712	735	753	33%	31%	21%	15%	N	15%	55%
White	S	S	757	759	S	S	S	S	S	S	63%
African American	46	714	727	732	33%	28%	24%	15%	N	15%	34%
Hispanic	13	708	732	740	31%	39%	15%	15%	N	15%	43%
Asian	S	S	764	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	703	715	S	S	S	S	S	S	16%
English Language Learners	S	S	707	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	60	712	735	736	33%	30%	22%	15%	N	15%	38%
**PARCC MATH											
<b>Schoolwide</b>	S	S	726	726	S	S	S	S	S	S	26%
White	S	S	742	732	S	S	S	S	S	S	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	S	S	726	721	S	S	S	S	S	S	20%
Asian	S	S	760	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	S	S	715	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	S	S	726	718	S	S	S	S	S	S	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



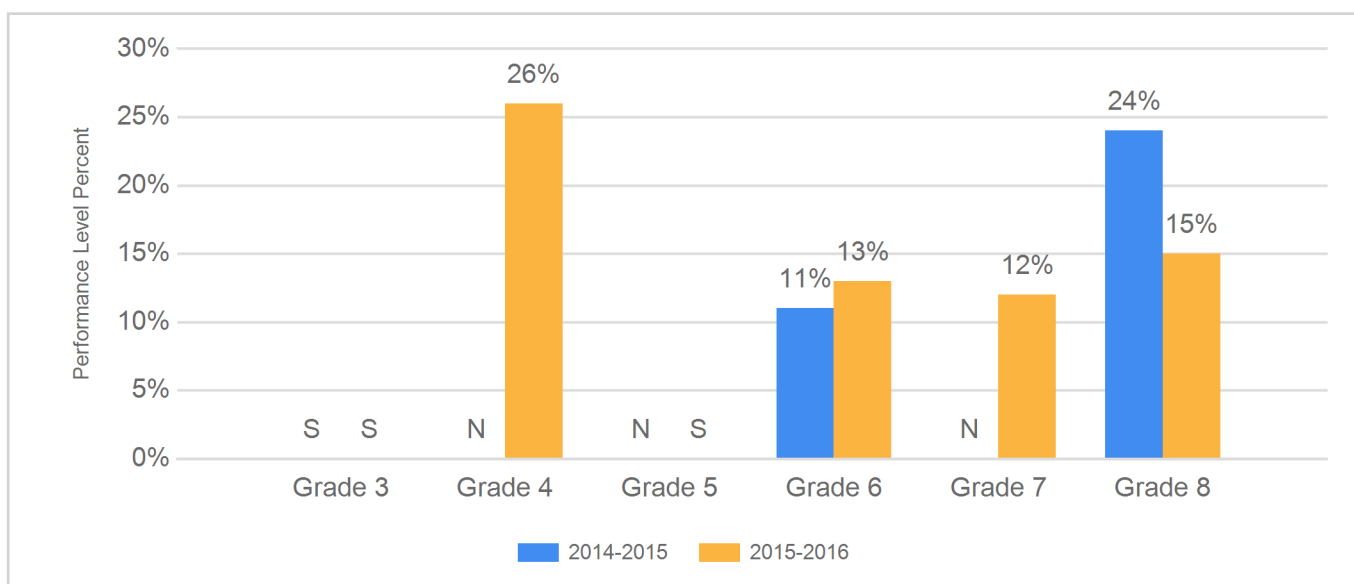
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	769	N	N	N	N	N	N	42%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



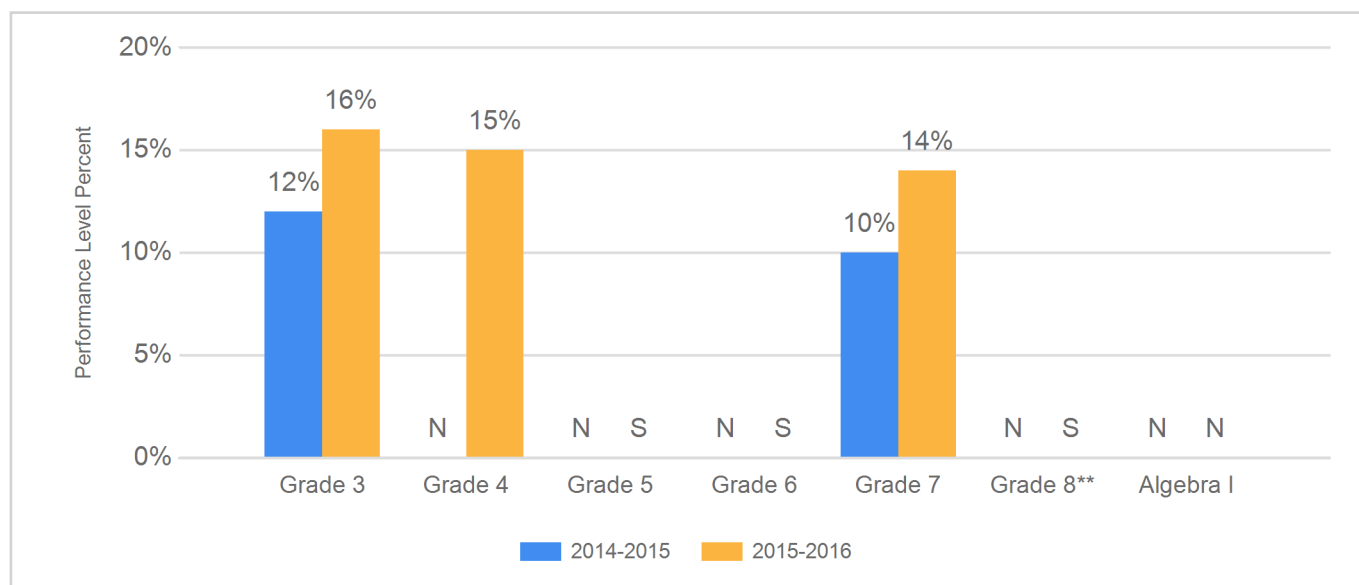
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

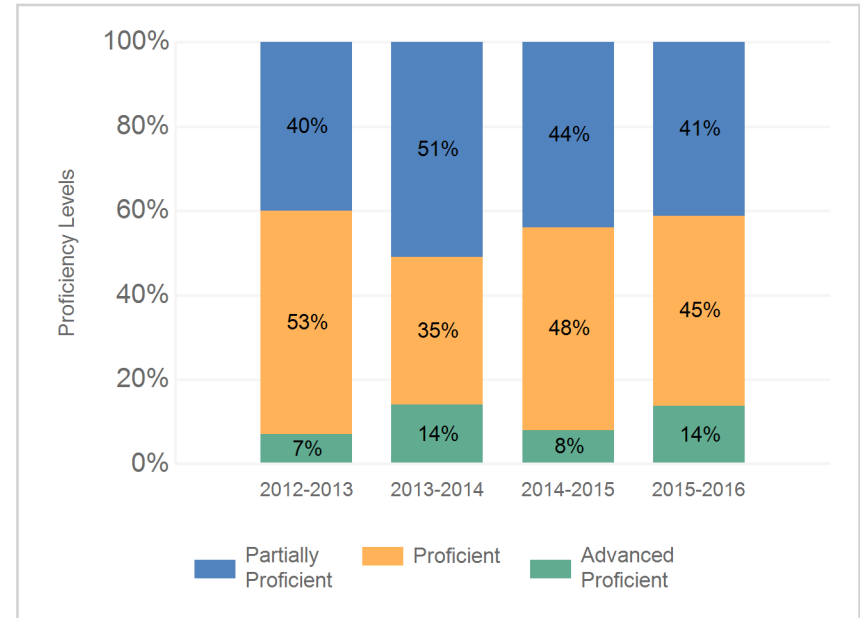
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	14%	45%	41%
White	N	N	N
African American	10%	44%	46%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	14%	46%	40%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

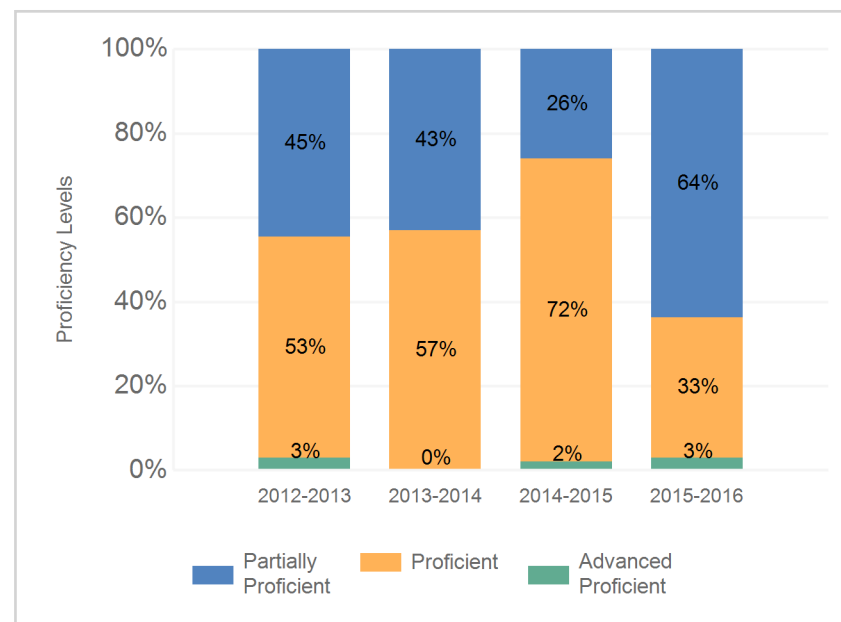
## NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	3%	33%	64%
White	S	S	S
African American	4%	36%	60%
Hispanic	N	29%	71%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	5%	95%
English Language Learners	S	S	S
Economically Disadvantaged Students	3%	33%	64%

## NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	53	50
Student Growth on Math	38	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	18%	4%	0%
Partially Met (L2)	17%	11%	7%
Approached (L3)	7%	9%	11%
Met (L4)	3%	4%	9%
Exceeded (L5)	0%	0%	0%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	26%	6%	1%
Partially Met (L2)	15%	9%	14%
Approached (L3)	4%	8%	9%
Met (L4)	1%	0%	7%
Exceeded (L5)	0%	0%	0%



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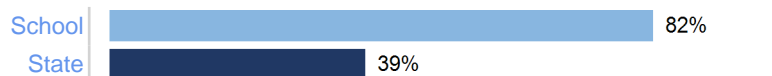
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



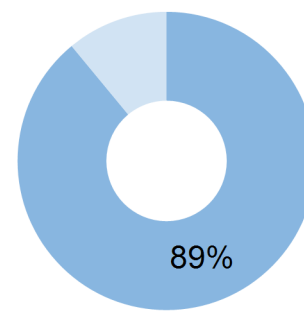
### DANCE



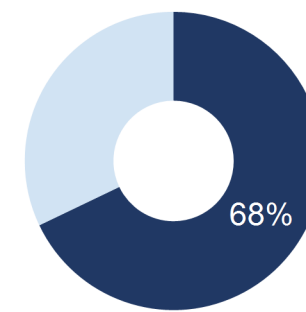
### VISUAL ARTS



### Any Visual and Performing Arts



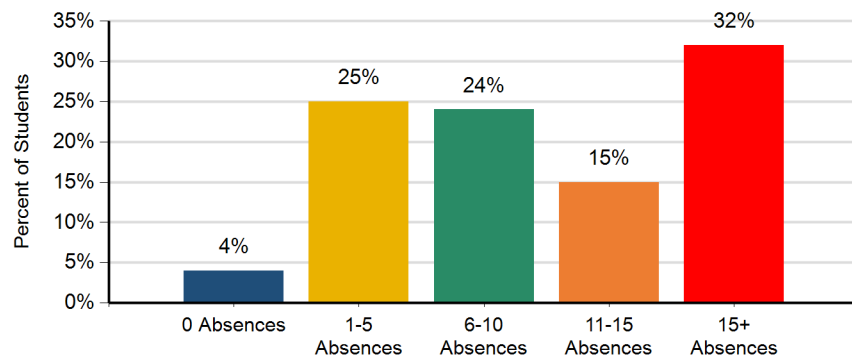
School



State

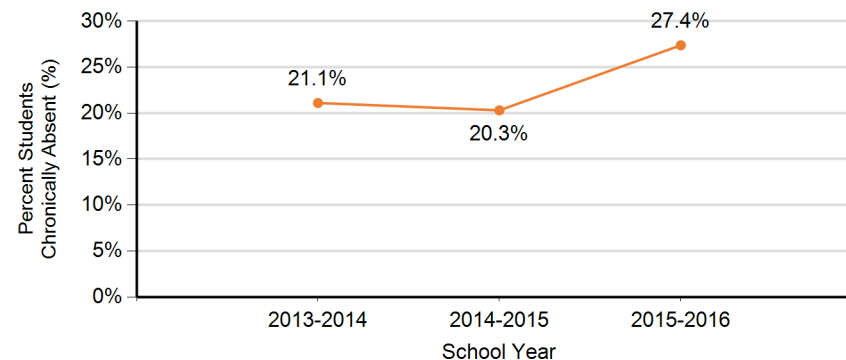
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	300:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	13.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	95%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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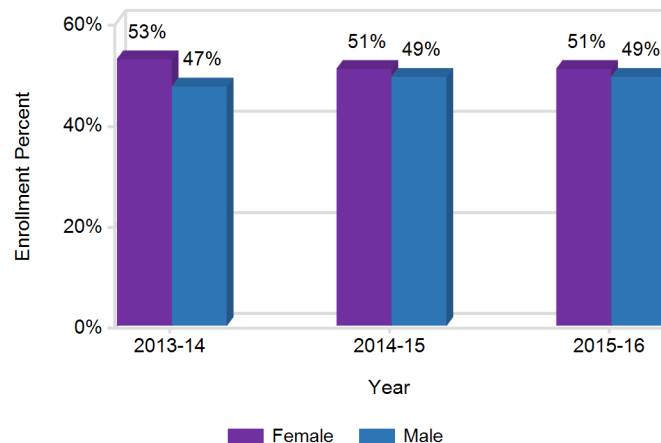
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	55	54	55
Grade KG	84	65	62
Grade 01	81	73	61
Grade 02	79	73	65
Grade 03	60	58	58
Grade 04	54	49	53
Grade 05	65	40	49
Grade 06	54	61	42
Grade 07	56	58	68
Grade 08	66	46	51
UG	14	27	5
<b>Total</b>	<b>668</b>	<b>604</b>	<b>569</b>

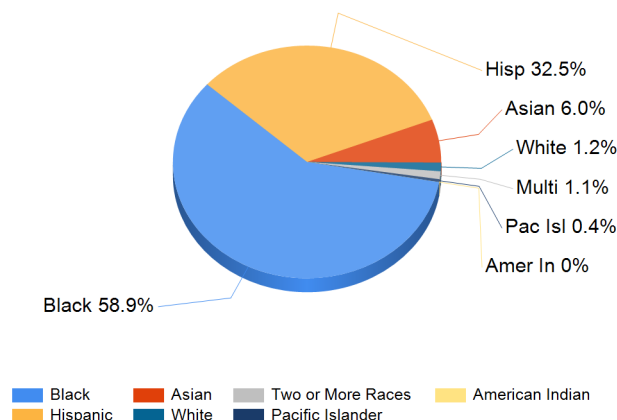
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



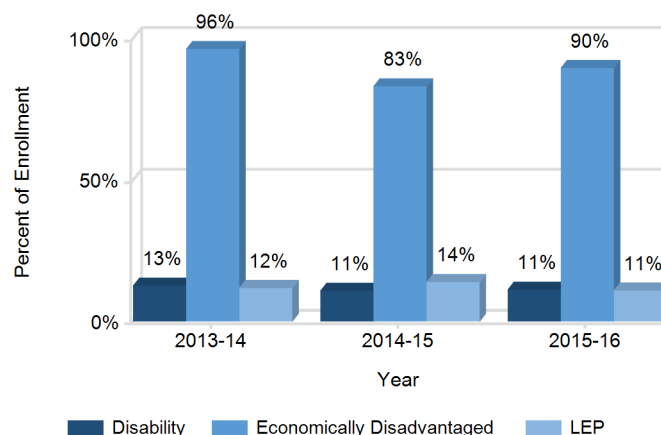
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	74.2%
Spanish	18.5%
Bengali	2.5%
Creoles and pidgins, French-based	1.8%
Haitian	0.9%
Other	2.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	25%	44	10
Mathematics Met or Exceeded Expectations	17%	44	9

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	296	25%	10	100%	✓	297	17%	9	100%	✓
White	S	S	S	S		S	S	S	S	
African American	182	23%	23	100%	✓	182	13%	23	100%	✓
Hispanic	88	23%	13	100%	✓	89	12%	8	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	44	2%	0	100%	✓	44	2%	17	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	294	25%	22	100%	✓	295	17%	18	100%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	58	724	721	746	28%	28%	19%	26%	N	26%	48%
White	S	S	721	756	S	S	S	S	S	S	58%
African American	33	722	708	727	33%	21%	18%	27%	N	27%	30%
Hispanic	19	718	718	730	26%	42%	16%	16%	N	16%	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	732	753	S	S	S	S	S	S	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	57	724	720	727	26%	28%	19%	26%	N	26%	28%
PARCC MATH											
<b>Schoolwide</b>	59	733	729	749	19%	24%	20%	34%	3%	37%	52%
White	S	S	711	757	S	S	S	S	S	S	63%
African American	33	732	719	730	21%	27%	15%	30%	6%	36%	31%
Hispanic	20	726	726	736	20%	25%	35%	20%	N	20%	35%
Asian	S	S	760	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	723	754	S	S	S	S	S	S	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	11	725	720	724	18%	27%	27%	27%	N	27%	20%
Economically Disadvantaged Students	58	734	728	732	17%	24%	21%	35%	3%	38%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	50	723	733	750	24%	18%	34%	22%	2%	24%	54%
White	S	S	748	759	S	S	S	S	S	S	64%
African American	27	718	725	733	33%	15%	30%	19%	4%	22%	33%
Hispanic	16	723	730	737	19%	19%	44%	19%	N	19%	37%
Asian	S	S	S	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	50	723	732	734	24%	18%	34%	22%	2%	24%	33%
PARCC MATH											
<b>Schoolwide</b>	50	718	726	745	24%	46%	14%	14%	2%	16%	47%
White	S	S	741	752	S	S	S	S	S	S	57%
African American	27	716	718	727	30%	41%	19%	7%	4%	11%	24%
Hispanic	S	S	723	733	S	S	S	S	S	S	30%
Asian	S	S	747	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	50	718	725	730	24%	46%	14%	14%	2%	16%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	47	725	727	751	17%	36%	26%	21%	N	21%	53%
White	S	S	721	758	S	S	S	S	S	S	64%
African American	32	722	718	733	19%	38%	25%	19%	N	19%	32%
Hispanic	13	729	727	738	15%	31%	31%	23%	N	23%	37%
Asian	S	S	750	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	S	S	687	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	45	724	727	735	18%	36%	24%	22%	N	22%	33%
PARCC MATH											
<b>Schoolwide</b>	49	716	724	747	27%	35%	25%	14%	N	14%	47%
White	S	S	719	753	S	S	S	S	S	S	57%
African American	32	716	712	728	25%	41%	19%	16%	N	16%	24%
Hispanic	S	S	725	735	S	S	S	S	S	S	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	S	S	705	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	47	717	724	732	26%	34%	26%	15%	N	15%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	S	S	734	750	S	S	S	S	S	S	52%
White	S	S	734	756	S	S	S	S	S	S	61%
African American	29	728	726	732	14%	24%	48%	14%	N	14%	31%
Hispanic	S	S	730	738	S	S	S	S	S	S	37%
Asian	S	S	760	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	700	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	733	735	S	S	S	S	S	S	33%
PARCC MATH											
<b>Schoolwide</b>	S	S	725	743	S	S	S	S	S	S	43%
White	S	S	748	750	S	S	S	S	S	S	53%
African American	S	S	713	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	S	S	756	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	724	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	65	736	735	753	12%	15%	45%	22%	6%	28%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	40	731	723	733	13%	18%	48%	23%	N	23%	35%
Hispanic	S	S	738	739	S	S	S	S	S	S	41%
Asian	S	S	759	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	703	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	65	736	735	735	12%	15%	45%	22%	6%	28%	37%
PARCC MATH											
<b>Schoolwide</b>	S	S	728	740	S	S	S	S	S	S	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	19	729	729	729	11%	26%	53%	11%	N	11%	23%
Asian	S	S	751	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	704	713	S	S	S	S	S	S	9%
English Language Learners	S	S	713	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	S	S	728	727	S	S	S	S	S	S	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	52	733	735	753	17%	21%	29%	29%	4%	33%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	33	727	727	732	24%	21%	27%	27%	N	27%	34%
Hispanic	16	741	732	740	6%	25%	31%	31%	6%	38%	43%
Asian	S	S	S	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	S	S	793	756	S	S	S	S	S	S	59%
Students with Disability	S	S	703	715	S	S	S	S	S	S	16%
English Language Learners	S	S	707	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	52	733	735	736	17%	21%	29%	29%	4%	33%	38%
**PARCC MATH											
<b>Schoolwide</b>	50	720	726	726	30%	24%	28%	18%	N	18%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	31	710	716	712	42%	23%	23%	13%	N	13%	14%
Hispanic	17	732	726	721	12%	24%	41%	24%	N	24%	20%
Asian	S	S	760	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	S	S	775	726	S	S	S	S	S	S	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	S	S	715	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	50	720	726	718	30%	24%	28%	18%	N	18%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



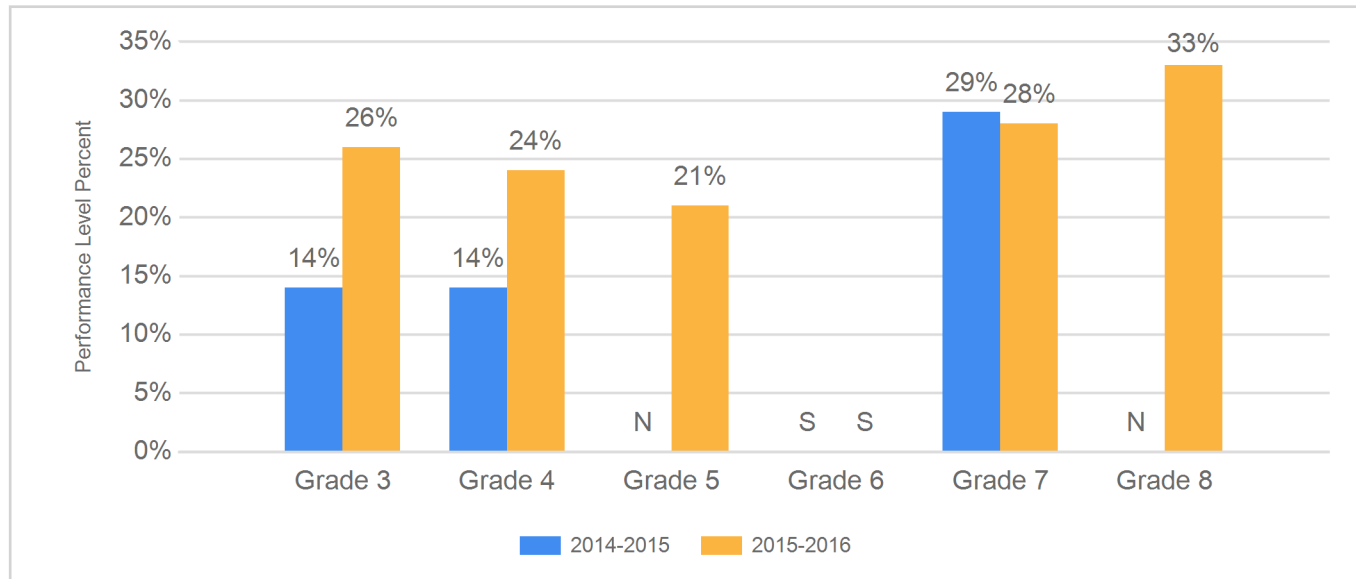
State of New Jersey  
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.







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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>782</b>	<b>769</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>42%</b>
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	774	748	S	S	S	S	S	S	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	S	S	792	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	784	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



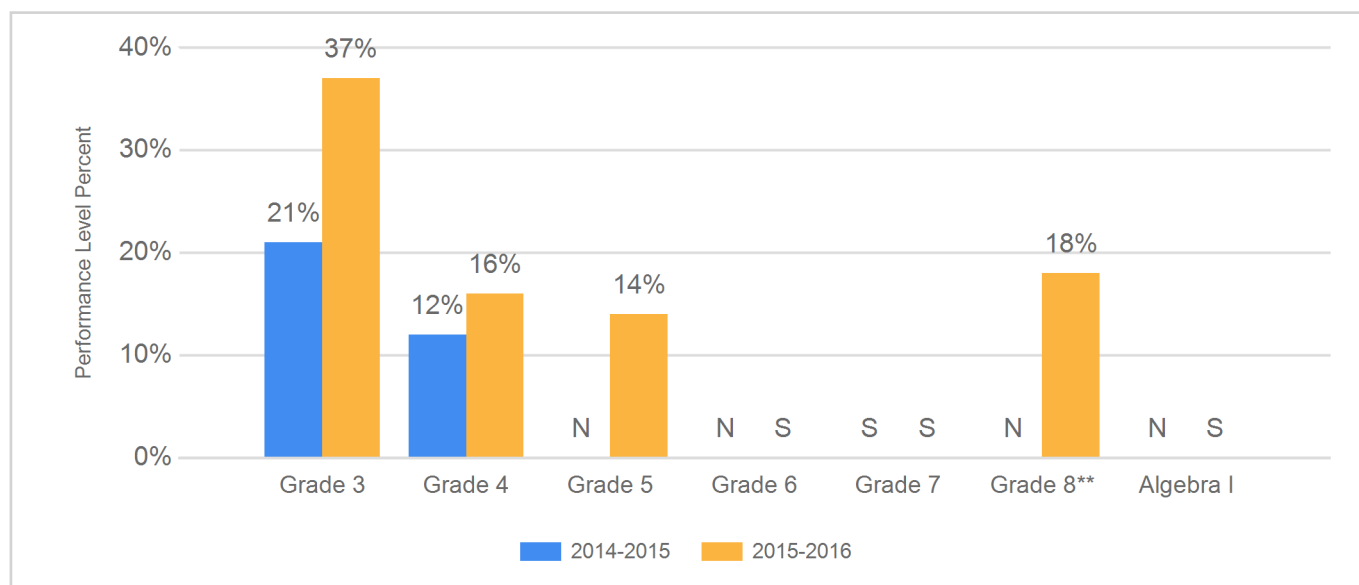
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

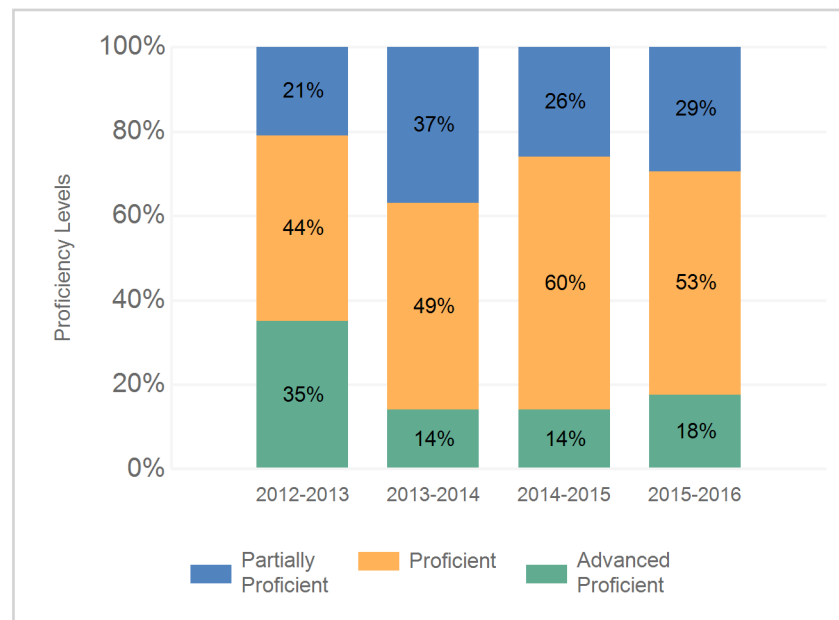
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	18%	53%	29%
White	S	S	S
African American	19%	48%	33%
Hispanic	6%	63%	31%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	16%	55%	29%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

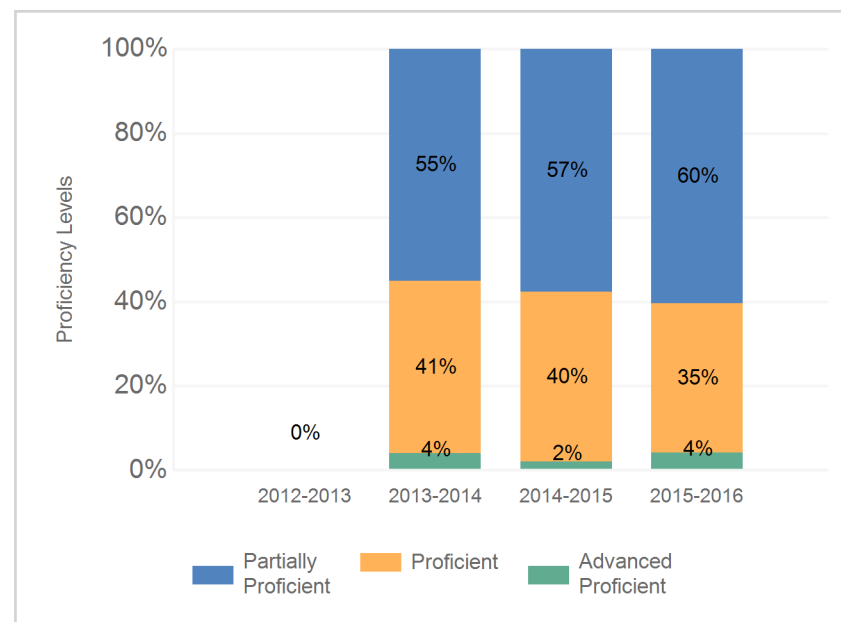
### NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	4%	35%	60%
White	N	N	N
African American	3%	30%	67%
Hispanic	7%	40%	53%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	4%	33%	63%

### NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	57	53	50
Student Growth on Math	41	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	11%	5%	0%
Partially Met (L2)	7%	9%	7%
Approached (L3)	5%	11%	20%
Met (L4)	3%	10%	9%
Exceeded (L5)	0%	0%	3%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	17%	3%	2%
Partially Met (L2)	15%	12%	10%
Approached (L3)	8%	10%	11%
Met (L4)	2%	3%	6%
Exceeded (L5)	0%	0%	1%



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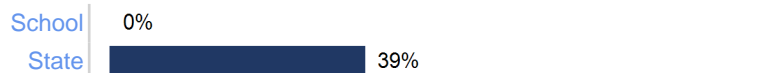
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



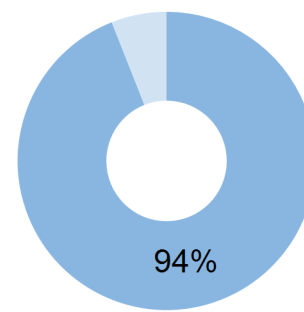
### DANCE



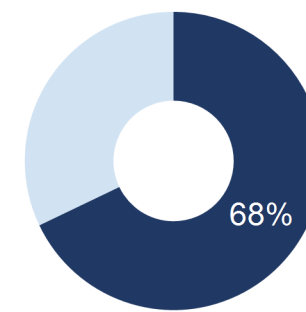
### VISUAL ARTS



### Any Visual and Performing Arts



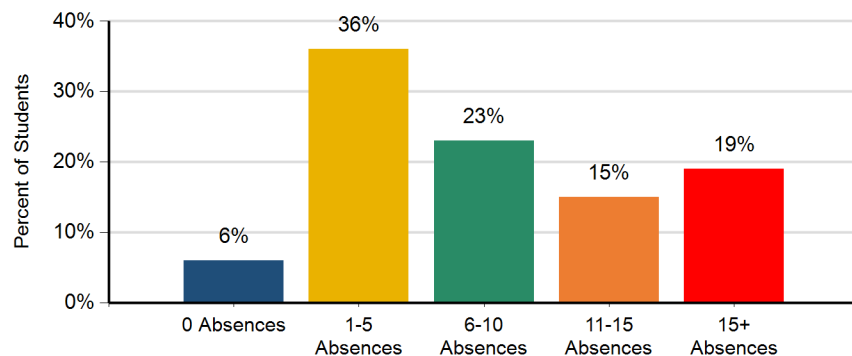
School



State

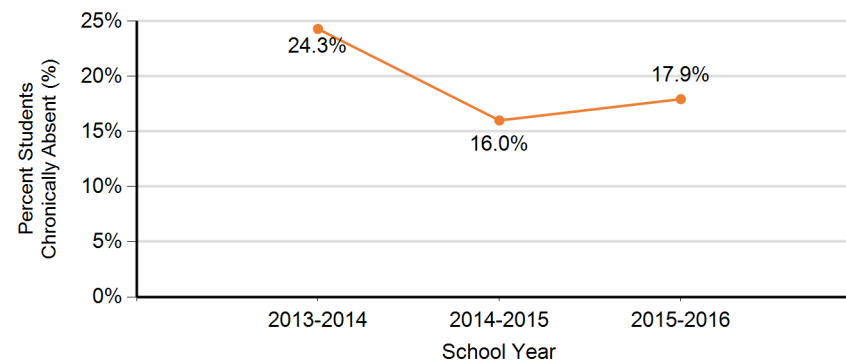
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	285:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	4.9%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%





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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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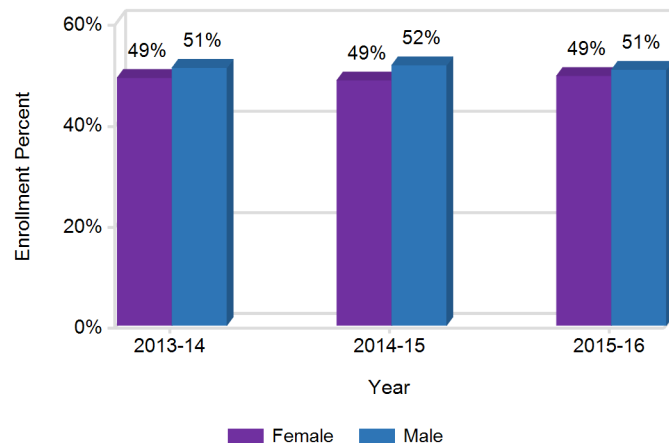
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	36	34	43
Grade KG	80	82	75
Grade 01	73	70	72
Grade 02	65	79	58
Grade 03	67	63	73
Grade 04	51	70	67
Grade 05	62	61	71
Grade 06	49	64	66
Grade 07	51	52	54
Grade 08	60	55	48
UG	2	18	2
<b>Total</b>	<b>596</b>	<b>648</b>	<b>629</b>

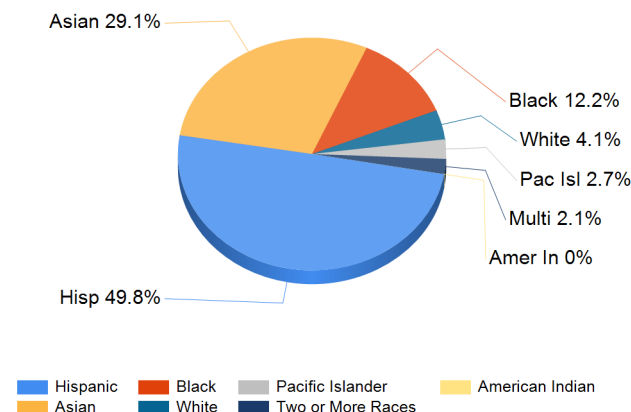
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



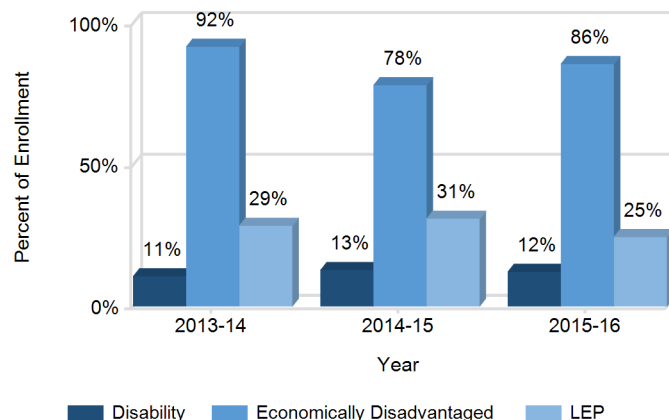
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	38.3%
Spanish	34.7%
Bengali	14.0%
Chinese	3.3%
Urdu	2.9%
Other	7.0%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	48%	89	40
Mathematics Met or Exceeded Expectations	44%	100	41

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	350	48%	40	98%	✓	350	44%	41	99%	✓
White	S	S	S	S		S	S	S	S	
African American	35	37%	48	93%	✓	35	29%	43	93%	✓
Hispanic	176	32%	30	100%	✓	176	29%	35	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	119	72%	41	100%	✓	119	71%	38	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	56	20%	50	97%	✓	56	20%	51	98%	✓
English Learner Students	S	S	S	S		36	31%	69	100%	✓
Economically Disadvantaged Students	323	47%	75	99%	✓	323	44%	80	99%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	69	747	721	746	13%	19%	17%	45%	6%	51%	48%
White	S	S	721	756	S	S	S	S	S	S	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	33	737	718	730	18%	24%	21%	33%	3%	36%	31%
Asian	26	769	755	772	4%	12%	8%	65%	12%	77%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	S	S	732	753	S	S	S	S	S	S	55%
Students with Disability	S	S	S	718	S	S	S	S	S	S	22%
English Language Learners	22	730	711	709	18%	32%	18%	32%	N	32%	11%
Economically Disadvantaged Students	62	748	720	727	11%	21%	18%	44%	7%	50%	28%
PARCC MATH											
<b>Schoolwide</b>	70	747	729	749	10%	20%	16%	44%	10%	54%	52%
White	S	S	711	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	33	740	726	736	15%	15%	24%	39%	6%	46%	35%
Asian	27	763	760	777	4%	19%	N	59%	19%	78%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	S	S	723	754	S	S	S	S	S	S	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	22	733	720	724	14%	18%	23%	46%	N	46%	20%
Economically Disadvantaged Students	62	747	728	732	10%	21%	15%	45%	10%	55%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	751	733	750	3%	19%	17%	56%	5%	61%	54%
White	S	S	748	759	S	S	S	S	S	S	64%
African American	S	S	725	733	S	S	S	S	S	S	33%
Hispanic	31	740	730	737	7%	32%	26%	32%	3%	36%	37%
Asian	25	759	756	773	N	8%	12%	72%	8%	80%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	S	S	S	756	S	S	S	S	S	S	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	61	750	732	734	3%	20%	18%	54%	5%	59%	33%
PARCC MATH											
<b>Schoolwide</b>	65	736	726	745	12%	22%	31%	34%	2%	35%	47%
White	S	S	741	752	S	S	S	S	S	S	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	31	724	723	733	19%	29%	36%	16%	N	16%	30%
Asian	26	746	747	771	8%	19%	19%	50%	4%	54%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	S	S	S	750	S	S	S	S	S	S	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	62	736	725	730	13%	23%	31%	32%	2%	34%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	66	735	727	751	15%	14%	35%	36%	N	36%	53%
White	S	S	721	758	S	S	S	S	S	S	64%
African American	S	S	718	733	S	S	S	S	S	S	32%
Hispanic	37	727	727	738	22%	16%	41%	22%	N	22%	37%
Asian	21	751	750	773	5%	5%	24%	67%	N	67%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	712	759	S	S	S	S	S	S	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	S	S	687	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	61	736	727	735	15%	13%	36%	36%	N	36%	33%
PARCC MATH											
<b>Schoolwide</b>	69	734	724	747	9%	30%	29%	32%	N	32%	47%
White	S	S	719	753	S	S	S	S	S	S	57%
African American	S	S	712	728	S	S	S	S	S	S	24%
Hispanic	39	727	725	735	10%	44%	26%	21%	N	21%	31%
Asian	22	754	753	774	N	9%	32%	59%	N	59%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	711	754	S	S	S	S	S	S	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	S	S	705	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	64	735	724	732	8%	30%	28%	34%	N	34%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	66	742	734	750	8%	15%	33%	41%	3%	44%	52%
White	S	S	734	756	S	S	S	S	S	S	61%
African American	S	S	726	732	S	S	S	S	S	S	31%
Hispanic	29	732	730	738	7%	21%	52%	21%	N	21%	37%
Asian	23	763	760	772	N	4%	17%	70%	9%	78%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	S	719	S	S	S	S	S	S	15%
English Language Learners	S	S	700	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	741	733	735	8%	16%	35%	38%	3%	41%	33%
PARCC MATH											
<b>Schoolwide</b>	66	743	725	743	15%	15%	23%	39%	8%	47%	43%
White	S	S	748	750	S	S	S	S	S	S	53%
African American	S	S	713	724	S	S	S	S	S	S	20%
Hispanic	29	731	723	730	14%	28%	31%	28%	N	28%	26%
Asian	23	772	756	768	N	N	13%	70%	17%	87%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	63	741	724	728	16%	16%	24%	37%	8%	44%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	57	752	735	753	2%	14%	30%	42%	12%	54%	56%
White	S	S	735	760	S	S	S	S	S	S	65%
African American	S	S	723	733	S	S	S	S	S	S	35%
Hispanic	29	751	738	739	N	7%	41%	45%	7%	52%	41%
Asian	18	757	759	781	6%	17%	11%	39%	28%	67%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	752	759	S	S	S	S	S	S	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	703	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	751	735	735	2%	15%	30%	42%	11%	53%	37%
PARCC MATH											
<b>Schoolwide</b>	57	745	728	740	7%	18%	35%	33%	7%	40%	39%
White	S	S	726	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	29	740	729	729	7%	17%	45%	28%	3%	31%	23%
Asian	18	757	751	763	6%	11%	22%	44%	17%	61%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	743	744	S	S	S	S	S	S	44%
Students with Disability	S	S	704	713	S	S	S	S	S	S	9%
English Language Learners	S	S	713	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	53	743	728	727	8%	19%	36%	32%	6%	38%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations





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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	48	751	735	753	2%	27%	23%	31%	17%	48%	55%
White	S	S	757	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	23	741	732	740	N	44%	22%	26%	9%	35%	43%
Asian	15	775	764	780	N	N	33%	27%	40%	67%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	13	739	703	715	N	39%	39%	15%	8%	23%	16%
English Language Learners	S	S	707	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	43	753	735	736	2%	26%	21%	33%	19%	51%	38%
**PARCC MATH											
<b>Schoolwide</b>	48	749	726	726	10%	21%	17%	40%	13%	52%	26%
White	S	S	742	732	S	S	S	S	S	S	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	23	728	726	721	22%	26%	22%	30%	N	30%	20%
Asian	15	784	760	745	N	N	13%	47%	40%	87%	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	13	734	698	704	15%	23%	31%	23%	8%	31%	8%
English Language Learners	S	S	715	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	43	750	726	718	9%	21%	19%	37%	14%	51%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



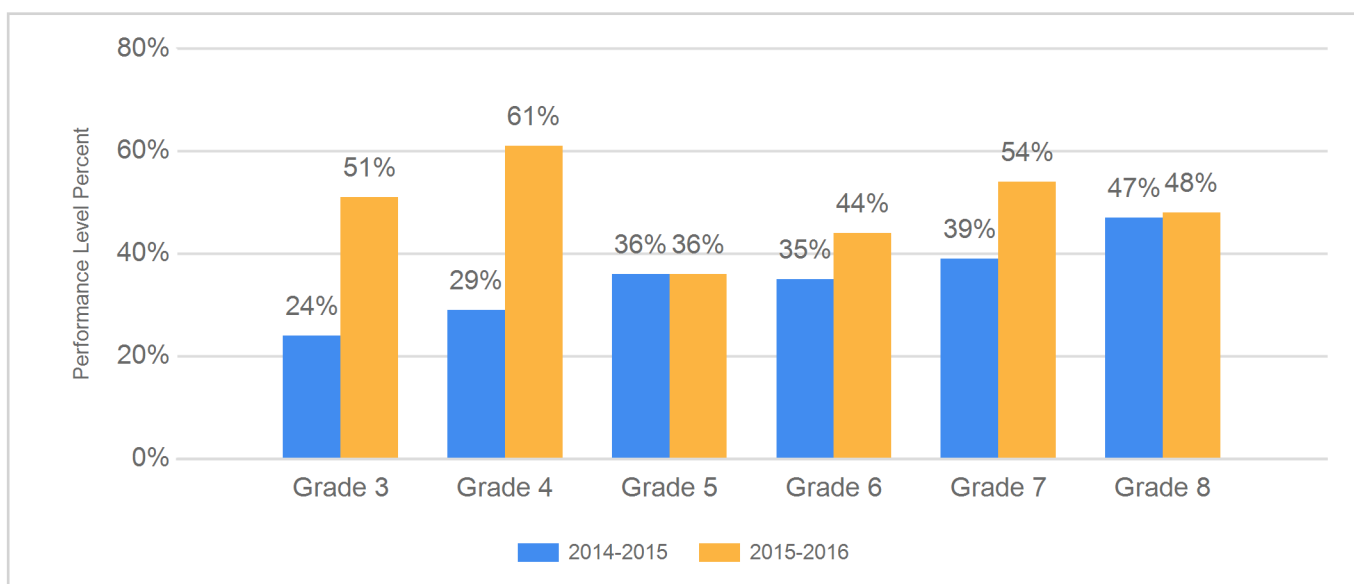
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2015-2016

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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	769	N	N	N	N	N	N	42%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



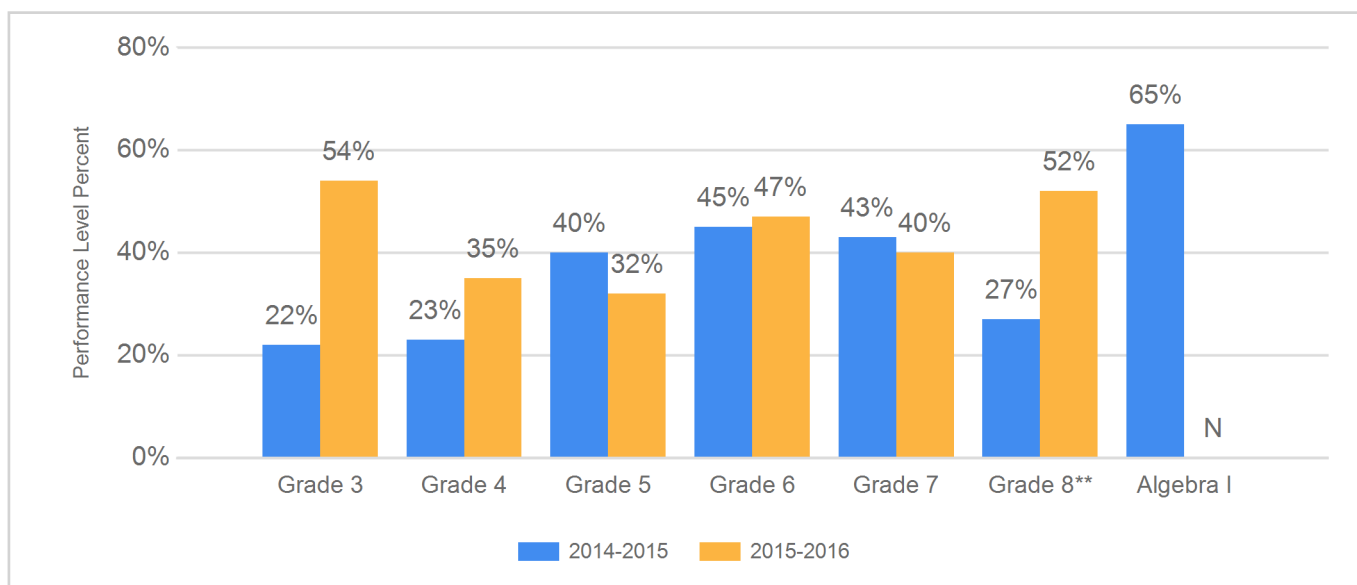
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

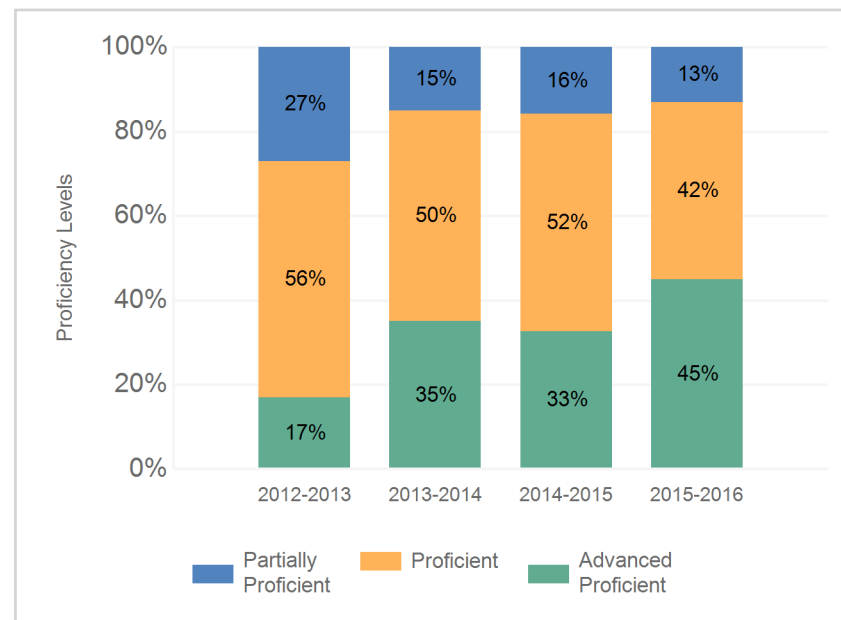
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	45%	42%	13%
White	S	S	S
African American	S	S	S
Hispanic	26%	55%	19%
American Indian	N	N	N
Asian	59%	33%	7%
Two or More Races	S	S	S
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	45%	43%	12%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

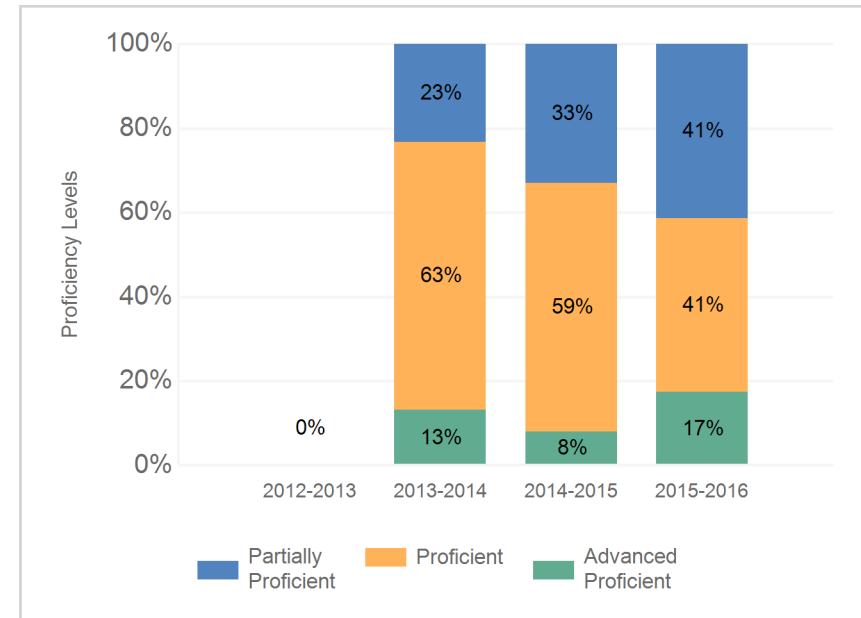
## NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	17%	41%	41%
White	S	S	S
African American	S	S	S
Hispanic	9%	27%	64%
American Indian	N	N	N
Asian	33%	60%	7%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	16%	42%	42%

## NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	56	53	50
Student Growth on Math	60	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	3%	1%	0%
Partially Met (L2)	6%	6%	5%
Approached (L3)	8%	11%	10%
Met (L4)	5%	14%	24%
Exceeded (L5)	0%	2%	5%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	8%	2%	0%
Partially Met (L2)	9%	8%	4%
Approached (L3)	5%	8%	13%
Met (L4)	5%	8%	23%
Exceeded (L5)	0%	2%	4%





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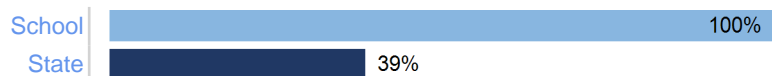
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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



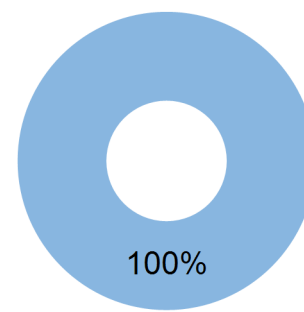
### DANCE



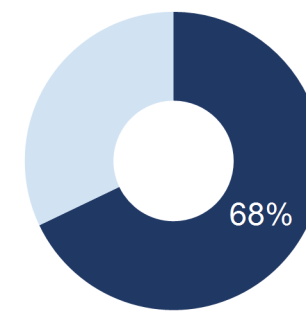
### VISUAL ARTS



### Any Visual and Performing Arts



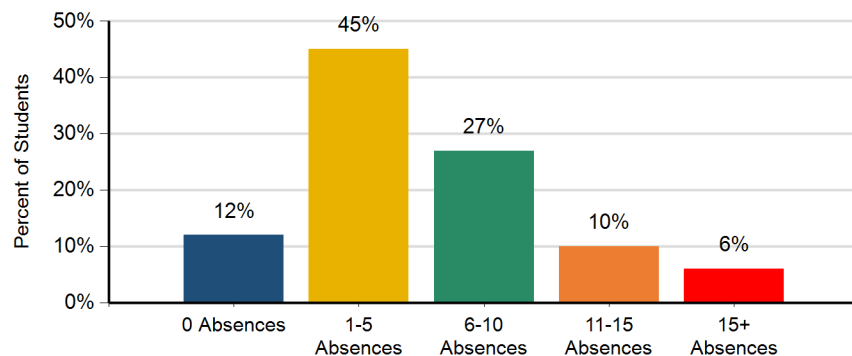
School



State

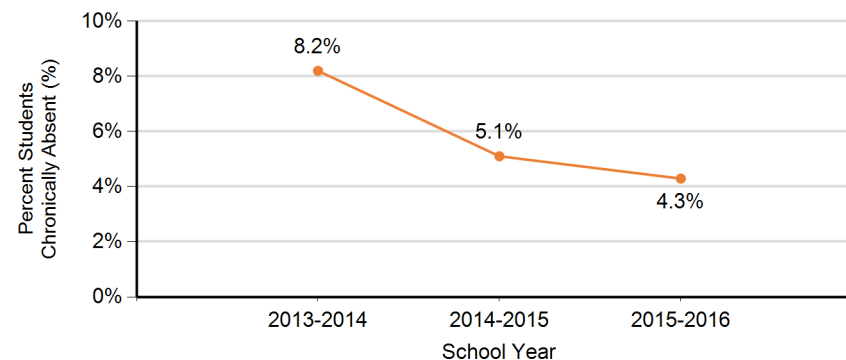
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	315:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	0.0%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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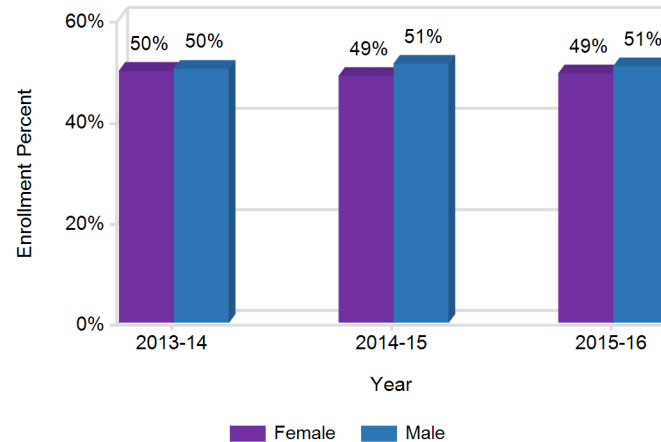
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	87	75	76
Grade 01	75	93	82
Grade 02	81	72	93
Grade 03	72	76	75
Grade 04	61	73	71
Grade 05	60	68	77
Grade 06	90	86	98
Grade 07	95	99	88
Grade 08	101	91	99
UG	1	1	0
<b>Total</b>	<b>723</b>	<b>734</b>	<b>779</b>

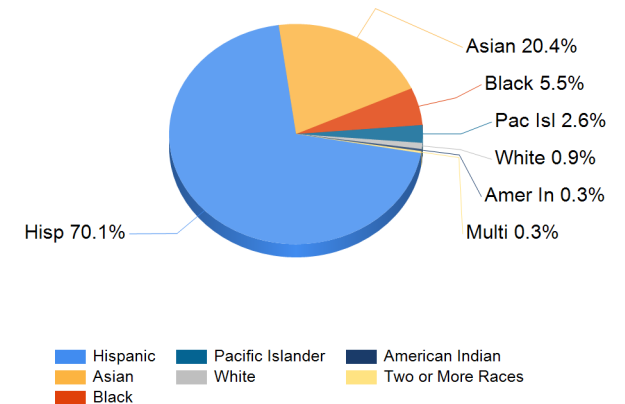
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



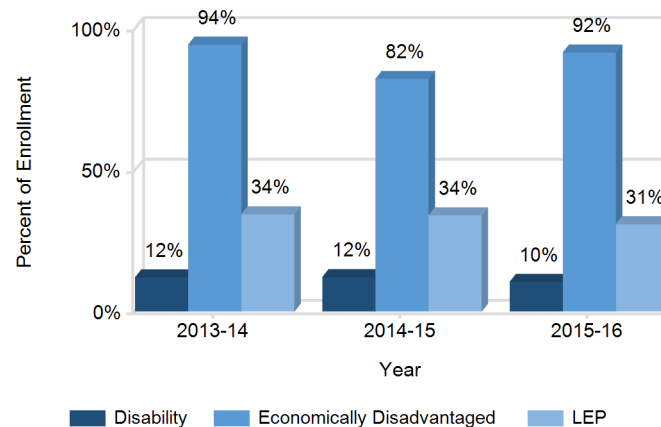
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	58.8%
English	19.6%
Bengali	8.7%
Vietnamese	5.0%
Urdu	2.6%
Other	5.4%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	40%	78	24
Mathematics Met or Exceeded Expectations	39%	89	30

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	440	40%	24	99%	✓	441	39%	30	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	289	30%	24	99%	✓	291	29%	30	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	120	65%	29	100%	✓	119	67%	35	100%	✓
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	66	3%	14	99%	✓	66	5%	15	97%	✓
English Learner Students	51	4%	57	100%	✓	51	8%	42	99%	✓
Economically Disadvantaged Students	425	39%	56	99%	✓	425	38%	66	99%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	69	725	721	746	20%	26%	29%	25%	N	25%	48%
White	N	N	N	756	N	N	N	N	N	N	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	44	717	718	730	27%	32%	25%	16%	N	16%	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	67	724	720	727	21%	27%	30%	22%	N	22%	28%
PARCC MATH											
<b>Schoolwide</b>	71	737	729	749	11%	21%	31%	34%	3%	37%	52%
White	N	N	N	757	N	N	N	N	N	N	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	46	729	726	736	15%	28%	28%	26%	2%	28%	35%
Asian	S	S	760	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	14	729	720	724	N	50%	36%	14%	N	14%	20%
Economically Disadvantaged Students	69	735	728	732	12%	22%	32%	33%	1%	35%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	70	742	733	750	10%	21%	21%	40%	7%	47%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	S	S	725	733	S	S	S	S	S	S	33%
Hispanic	44	732	730	737	14%	30%	25%	27%	5%	32%	37%
Asian	S	S	756	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	68	741	732	734	10%	22%	22%	40%	6%	46%	33%
PARCC MATH											
<b>Schoolwide</b>	72	735	726	745	14%	15%	38%	31%	3%	33%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	718	727	S	S	S	S	S	S	24%
Hispanic	46	728	723	733	20%	15%	41%	24%	N	24%	30%
Asian	S	S	747	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	70	734	725	730	14%	16%	39%	30%	1%	31%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
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 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	54	732	727	751	19%	19%	30%	33%	N	33%	53%
White	S	S	721	758	S	S	S	S	S	S	64%
African American	S	S	718	733	S	S	S	S	S	S	32%
Hispanic	37	726	727	738	19%	27%	27%	27%	N	27%	37%
Asian	14	748	750	773	14%	N	36%	50%	N	50%	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	S	723	S	S	S	S	S	S	20%
English Language Learners	S	S	687	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	52	732	727	735	19%	17%	31%	33%	N	33%	33%
PARCC MATH											
<b>Schoolwide</b>	58	733	724	747	10%	36%	22%	28%	3%	31%	47%
White	S	S	719	753	S	S	S	S	S	S	57%
African American	S	S	712	728	S	S	S	S	S	S	24%
Hispanic	40	726	725	735	13%	38%	30%	20%	N	20%	31%
Asian	14	756	753	774	7%	21%	7%	50%	14%	64%	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	S	S	705	721	S	S	S	S	S	S	16%
Economically Disadvantaged Students	55	734	724	732	9%	36%	22%	29%	4%	33%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	98	739	734	750	15%	13%	35%	31%	6%	37%	52%
White	S	S	734	756	S	S	S	S	S	S	61%
African American	S	S	726	732	S	S	S	S	S	S	31%
Hispanic	67	730	730	738	21%	13%	39%	27%	N	27%	37%
Asian	25	764	760	772	N	12%	20%	44%	24%	68%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	700	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	97	739	733	735	16%	13%	35%	30%	6%	36%	33%
PARCC MATH											
<b>Schoolwide</b>	102	732	725	743	17%	19%	32%	30%	2%	32%	43%
White	S	S	748	750	S	S	S	S	S	S	53%
African American	S	S	713	724	S	S	S	S	S	S	20%
Hispanic	71	723	723	730	23%	23%	35%	20%	N	20%	26%
Asian	25	759	756	768	N	4%	28%	60%	8%	68%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	101	732	724	728	17%	19%	33%	30%	2%	32%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	89	740	735	753	14%	19%	24%	33%	11%	44%	56%
White	S	S	735	760	S	S	S	S	S	S	65%
African American	S	S	723	733	S	S	S	S	S	S	35%
Hispanic	58	737	738	739	14%	21%	24%	38%	3%	41%	41%
Asian	23	752	759	781	13%	13%	13%	30%	30%	61%	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	S	S	752	759	S	S	S	S	S	S	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	703	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	86	740	735	735	13%	20%	23%	34%	11%	44%	37%
PARCC MATH											
<b>Schoolwide</b>	91	735	728	740	11%	26%	26%	33%	3%	36%	39%
White	S	S	726	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	60	731	729	729	13%	32%	23%	30%	2%	32%	23%
Asian	23	750	751	763	4%	22%	17%	48%	9%	57%	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	S	S	743	744	S	S	S	S	S	S	44%
Students with Disability	S	S	S	713	S	S	S	S	S	S	9%
English Language Learners	S	S	713	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	88	735	728	727	11%	26%	26%	33%	3%	36%	21%



Did Not Yet Meet Expectations



Partially Met Expectations



Approached Expectations



Met Expectations



Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	96	741	735	753	9%	19%	27%	41%	4%	45%	55%
White	S	S	757	759	S	S	S	S	S	S	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	59	732	732	740	14%	27%	29%	29%	2%	31%	43%
Asian	26	760	764	780	N	4%	23%	65%	8%	73%	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	15	701	703	715	40%	40%	7%	13%	N	13%	16%
English Language Learners	S	S	S	701	S	S	S	S	S	S	9%
Economically Disadvantaged Students	89	741	735	736	9%	19%	28%	40%	3%	44%	38%
**PARCC MATH											
<b>Schoolwide</b>	71	727	726	726	16%	25%	37%	23%	N	23%	26%
White	S	S	742	732	S	S	S	S	S	S	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	55	724	726	721	18%	27%	35%	20%	N	20%	20%
Asian	S	S	760	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	S	S	715	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	68	728	726	718	13%	27%	38%	22%	N	22%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



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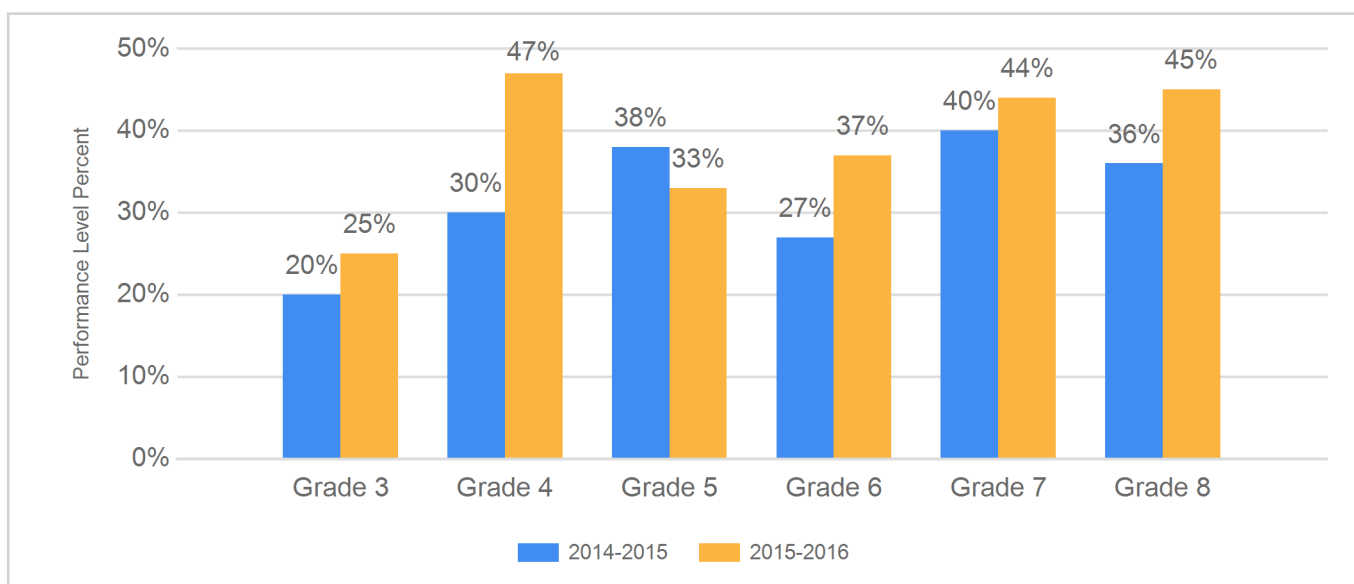
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>30</b>	<b>782</b>	<b>782</b>	<b>769</b>	<b>N</b>	<b>N</b>	<b>7%</b>	<b>83%</b>	<b>10%</b>	<b>93%</b>	<b>42%</b>
White	N	N	N	772	N	N	N	N	N	N	51%
African American	S	S	774	748	S	S	S	S	S	S	20%
Hispanic	S	S	767	746	S	S	S	S	S	S	25%
Asian	18	789	792	789	N	N	N	83%	17%	100%	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	25	785	784	746	N	N	4%	84%	12%	96%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



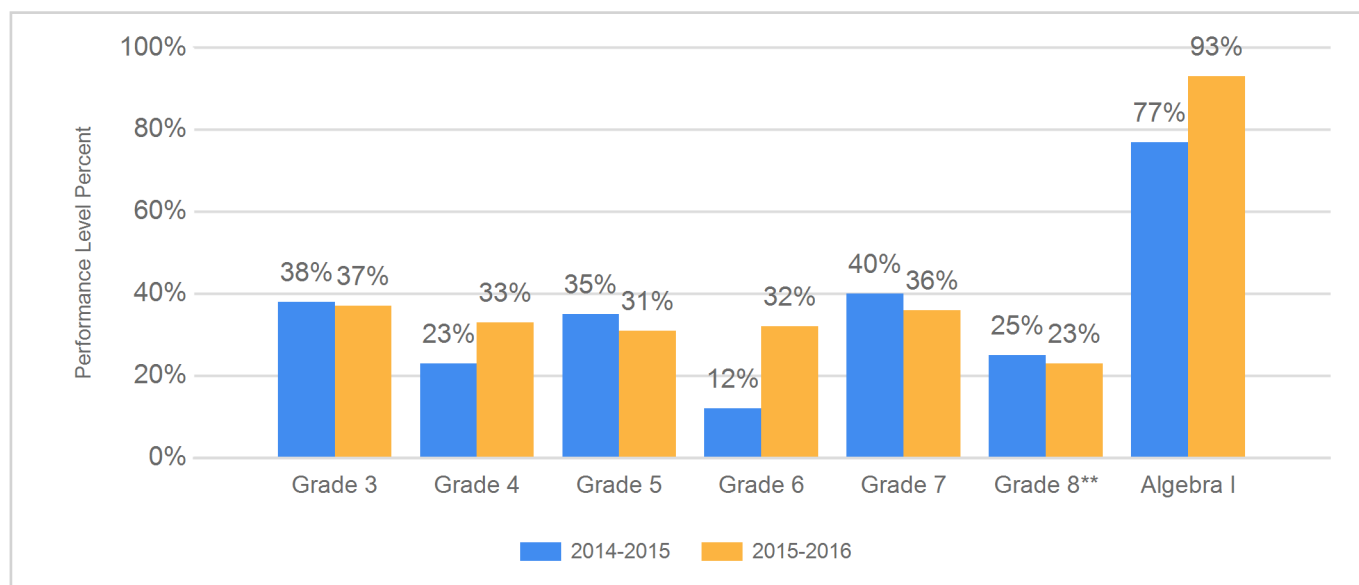
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

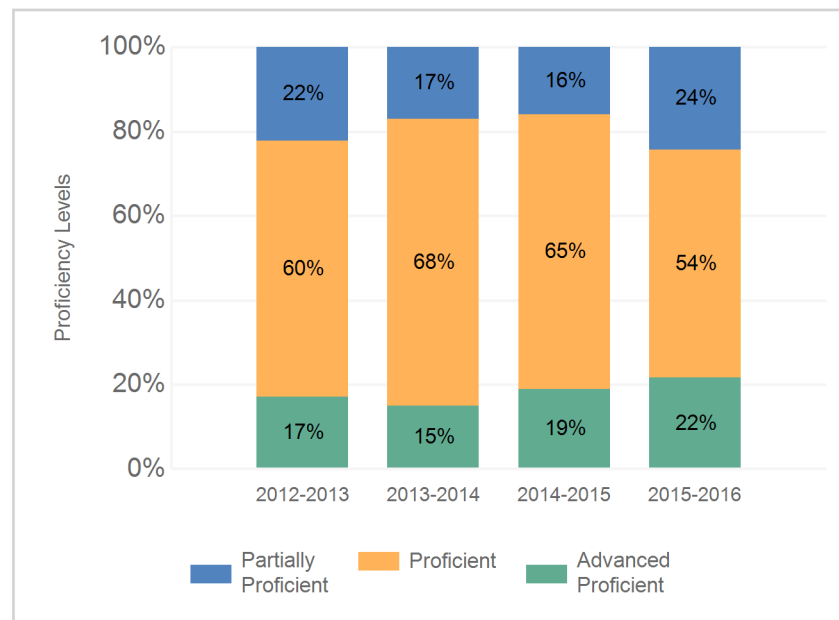
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	22%	54%	24%
White	N	N	N
African American	S	S	S
Hispanic	11%	60%	30%
American Indian	N	N	N
Asian	50%	40%	10%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	39%	62%
Economically Disadvantaged Students	22%	53%	25%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

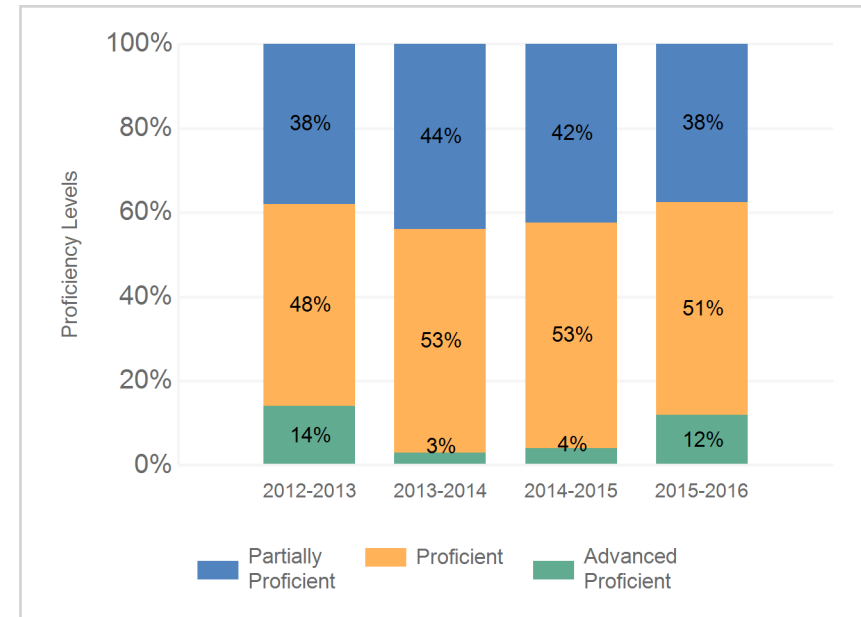
## NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	12%	51%	38%
White	S	S	S
African American	S	S	S
Hispanic	3%	49%	48%
American Indian	N	N	N
Asian	31%	54%	15%
Two or More Races	N	N	N
Students with Disability	N	15%	85%
English Language Learners	N	47%	53%
Economically Disadvantaged Students	10%	51%	39%

## NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.







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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	59	53	50
Student Growth on Math	62	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	6%	2%	0%
Partially Met (L2)	6%	8%	5%
Approached (L3)	7%	12%	10%
Met (L4)	6%	10%	23%
Exceeded (L5)	0%	1%	5%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	6%	8%	8%
Approached (L3)	5%	13%	15%
Met (L4)	4%	6%	23%
Exceeded (L5)	0%	0%	2%



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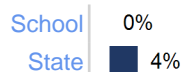
## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



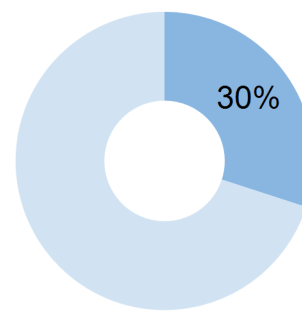
### DANCE



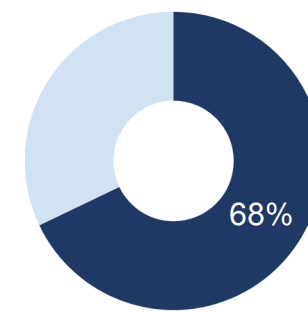
### VISUAL ARTS



### Any Visual and Performing Arts



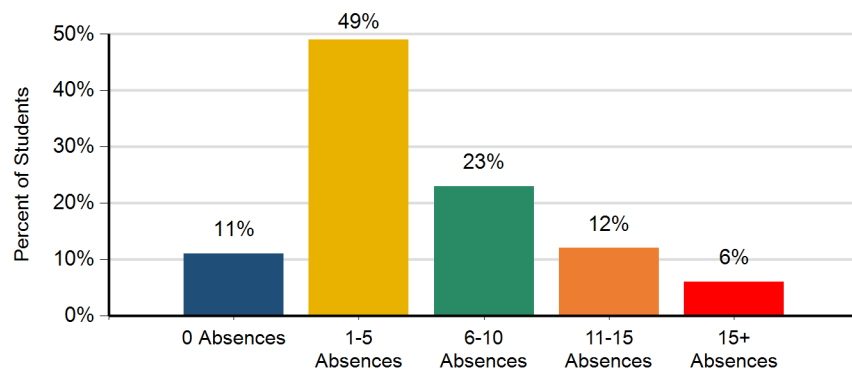
School



State

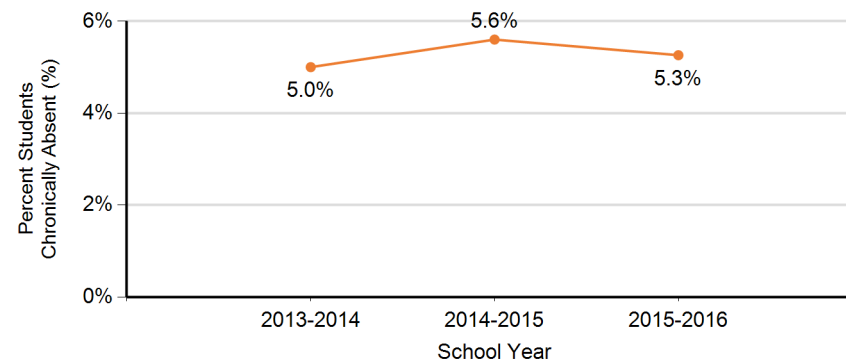
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	260:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	2.8%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%



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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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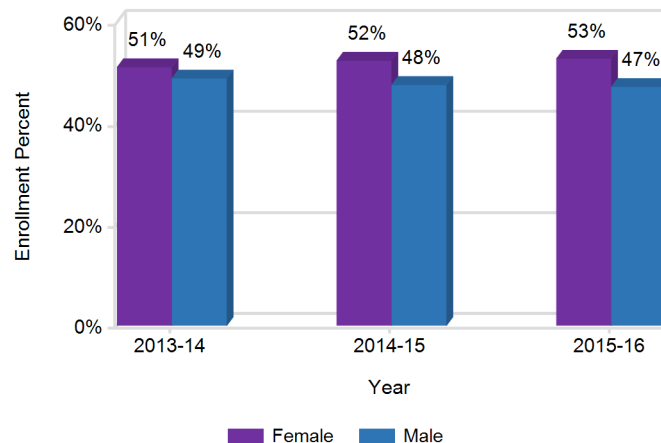
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade KG	68	71	69
Grade 01	65	73	64
Grade 02	76	71	70
Grade 03	69	76	62
Grade 04	49	52	58
Grade 05	50	54	47
Grade 06	68	69	74
Grade 07	66	55	59
Grade 08	57	64	55
UG	0	1	1
<b>Total</b>	<b>568</b>	<b>586</b>	<b>559</b>

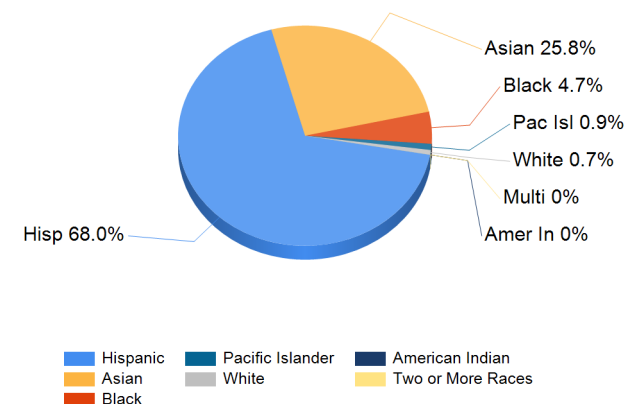
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



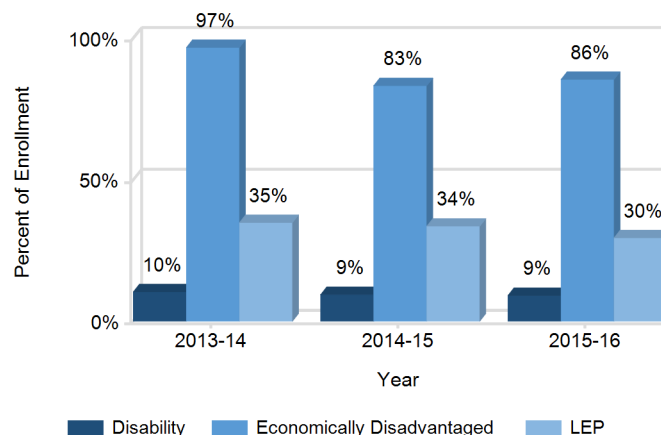
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
Spanish	59.4%
English	17.0%
Bengali	15.9%
Urdu	2.7%
Vietnamese	2.5%
Other	2.7%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.



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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	33%	56	17
Mathematics Met or Exceeded Expectations	30%	67	20

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓\*= Met participation rate(participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	315	33%	17	99%	✓	320	30%	20	99%	✓
White	S	S	S	S		S	S	S	S	
African American	S	S	S	S		S	S	S	S	
Hispanic	214	23%	15	100%	✓	215	21%	22	100%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	85	64%	27	97%	✓	89	56%	20	97%	✓
Two or More Races	N	N	N	N		N	N	N	N	
Students with Disability	54	4%	8	100%	✓	54	6%	21	100%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	310	34%	44	99%	✓	315	31%	52	99%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	62	716	721	746	34%	27%	16%	23%	N	23%	48%
White	S	S	721	756	S	S	S	S	S	S	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	43	708	718	730	47%	21%	16%	16%	N	16%	31%
Asian	13	745	755	772	8%	23%	15%	54%	N	54%	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	62	716	720	727	34%	27%	16%	23%	N	23%	28%
PARCC MATH											
<b>Schoolwide</b>	63	725	729	749	19%	32%	24%	22%	3%	25%	52%
White	S	S	711	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	43	718	726	736	26%	35%	21%	19%	N	19%	35%
Asian	14	752	760	777	7%	N	36%	43%	14%	57%	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	63	725	728	732	19%	32%	24%	22%	3%	25%	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations





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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	56	726	733	750	20%	29%	27%	21%	4%	25%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	N	N	N	733	N	N	N	N	N	N	33%
Hispanic	43	723	730	737	21%	30%	30%	16%	2%	19%	37%
Asian	13	737	756	773	15%	23%	15%	39%	8%	46%	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	55	727	732	734	18%	29%	27%	22%	4%	26%	33%
PARCC MATH											
<b>Schoolwide</b>	58	722	726	745	21%	38%	26%	16%	N	16%	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	N	N	N	727	N	N	N	N	N	N	24%
Hispanic	43	718	723	733	26%	40%	23%	12%	N	12%	30%
Asian	15	734	747	771	7%	33%	33%	27%	N	27%	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	57	722	725	730	19%	39%	26%	16%	N	16%	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	28	724	727	751	21%	32%	21%	25%	N	25%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	718	733	S	S	S	S	S	S	32%
Hispanic	S	S	727	738	S	S	S	S	S	S	37%
Asian	S	S	750	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	28	724	727	735	21%	32%	21%	25%	N	25%	33%
PARCC MATH											
<b>Schoolwide</b>	29	728	724	747	17%	24%	28%	31%	N	31%	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	S	728	S	S	S	S	S	S	24%
Hispanic	21	723	725	735	24%	24%	33%	19%	N	19%	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	754	N	N	N	N	N	N	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	29	728	724	732	17%	24%	28%	31%	N	31%	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	71	740	734	750	7%	17%	41%	34%	1%	35%	52%
White	S	S	734	756	S	S	S	S	S	S	61%
African American	S	S	S	732	S	S	S	S	S	S	31%
Hispanic	48	736	730	738	10%	15%	50%	25%	N	25%	37%
Asian	20	754	760	772	N	15%	20%	60%	5%	65%	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	700	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	70	740	733	735	7%	16%	41%	34%	1%	36%	33%
PARCC MATH											
<b>Schoolwide</b>	74	730	725	743	11%	26%	41%	23%	N	23%	43%
White	S	S	748	750	S	S	S	S	S	S	53%
African American	S	S	713	724	S	S	S	S	S	S	20%
Hispanic	49	726	723	730	12%	29%	43%	16%	N	16%	26%
Asian	22	738	756	768	9%	18%	32%	41%	N	41%	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	73	731	724	728	10%	26%	41%	23%	N	23%	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



State of New Jersey  
2015-2016

Grade Span KF-08

01-0110-060  
ATLANTIC  
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Atlantic City, NJ 08401-3901

## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	58	745	735	753	3%	28%	24%	33%	12%	45%	56%
White	N	N	N	760	N	N	N	N	N	N	65%
African American	S	S	723	733	S	S	S	S	S	S	35%
Hispanic	37	734	738	739	5%	35%	30%	24%	5%	30%	41%
Asian	S	S	759	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	S	S	703	703	S	S	S	S	S	S	10%
Economically Disadvantaged Students	56	746	735	735	4%	29%	21%	34%	13%	46%	37%
PARCC MATH											
<b>Schoolwide</b>	59	737	728	740	12%	24%	29%	32%	3%	36%	39%
White	N	N	N	747	N	N	N	N	N	N	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	37	730	729	729	14%	30%	35%	19%	3%	22%	23%
Asian	S	S	751	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	704	713	S	S	S	S	S	S	9%
English Language Learners	S	S	713	711	S	S	S	S	S	S	10%
Economically Disadvantaged Students	57	738	728	727	11%	23%	30%	33%	4%	37%	21%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	51	743	735	753	8%	18%	31%	41%	2%	43%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	S	S	727	732	S	S	S	S	S	S	34%
Hispanic	32	740	732	740	6%	22%	34%	38%	N	38%	43%
Asian	S	S	764	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	703	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	49	743	735	736	8%	18%	29%	43%	2%	45%	38%
**PARCC MATH											
<b>Schoolwide</b>	50	738	726	726	12%	20%	22%	46%	N	46%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	S	S	716	712	S	S	S	S	S	S	14%
Hispanic	31	741	726	721	7%	23%	23%	48%	N	48%	20%
Asian	S	S	760	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	S	S	715	704	S	S	S	S	S	S	9%
Economically Disadvantaged Students	48	739	726	718	13%	17%	23%	48%	N	48%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



State of New Jersey  
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01-0110-060

ATLANTIC

ATLANTIC CITY

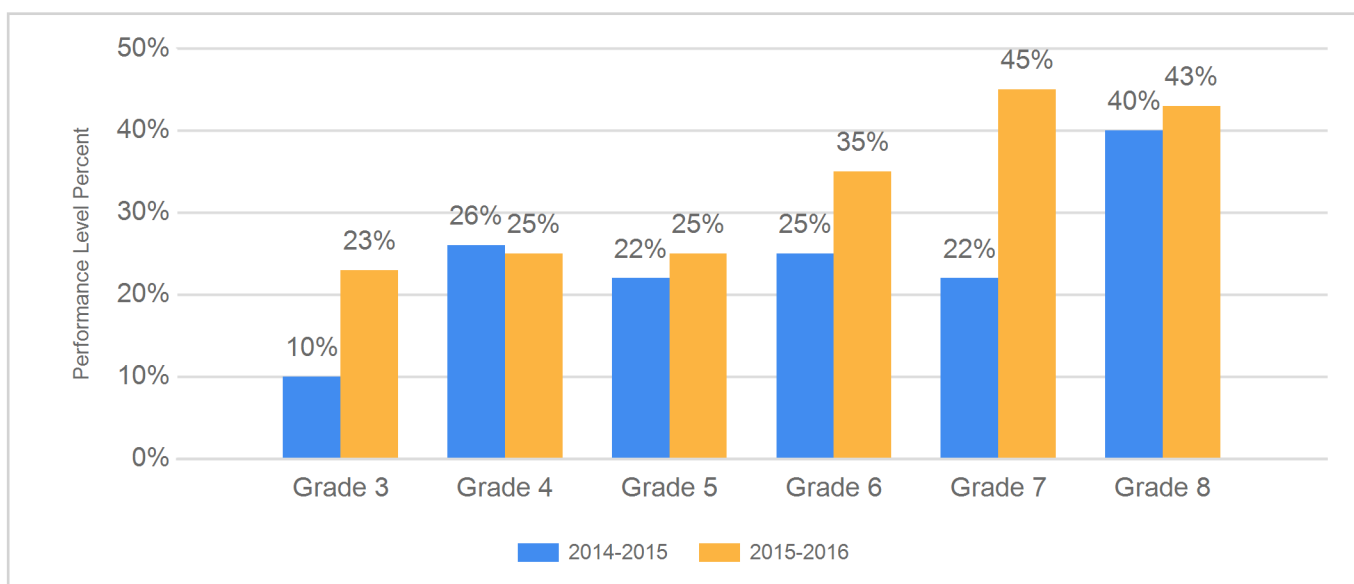
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## PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.





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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	<b>S</b>	<b>S</b>	<b>782</b>	<b>769</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>S</b>	<b>42%</b>
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	S	S	767	746	S	S	S	S	S	S	25%
Asian	S	S	792	789	S	S	S	S	S	S	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	S	S	784	746	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



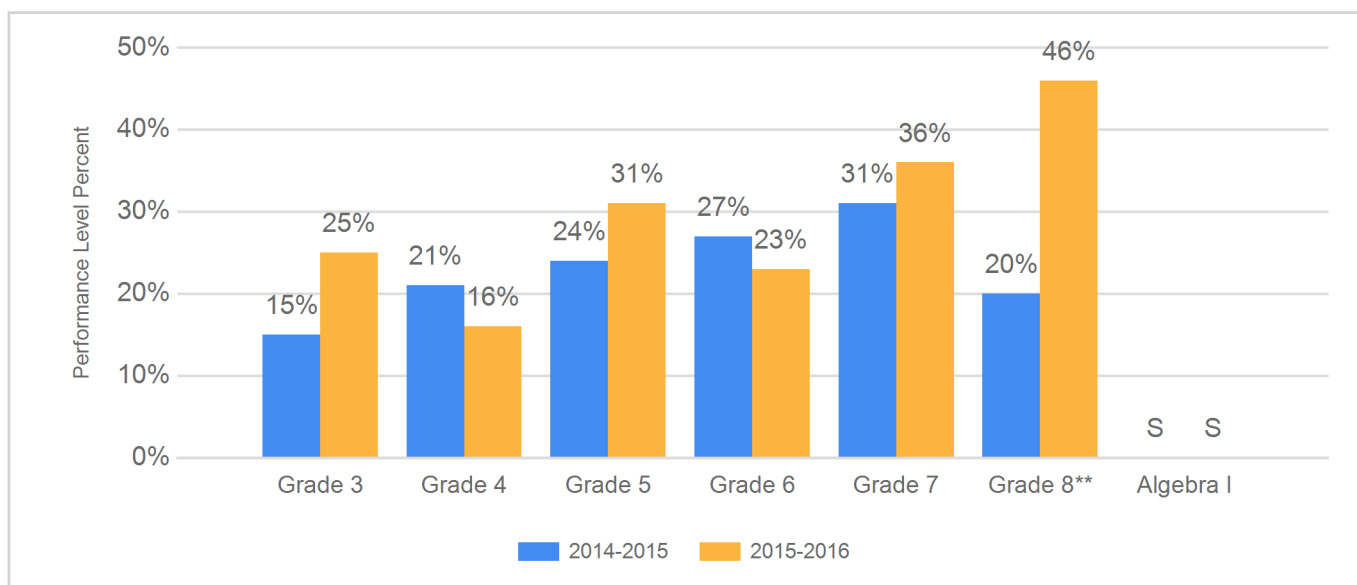
State of New Jersey  
2015-2016

Grade Span KF-08

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ATLANTIC  
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

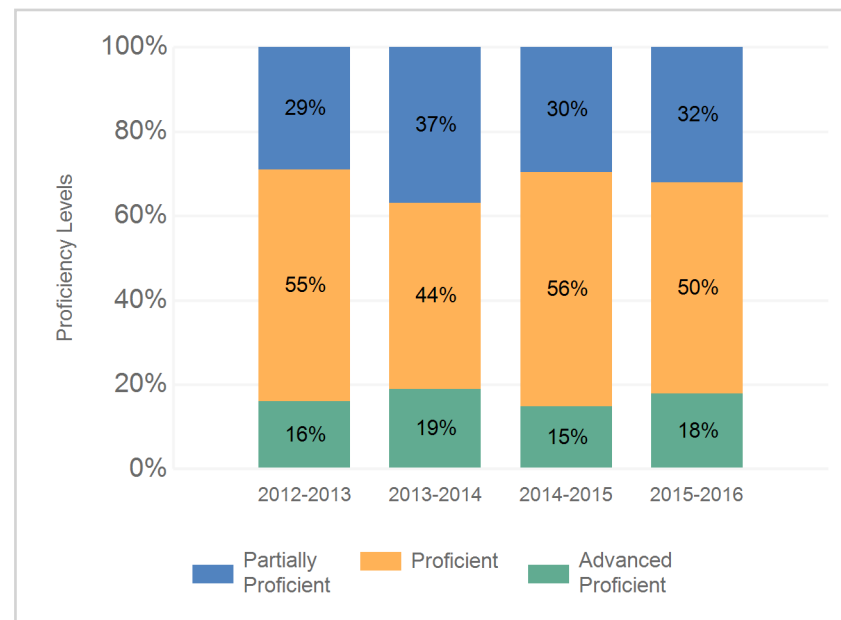
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	18%	50%	32%
White	N	N	N
African American	N	N	N
Hispanic	17%	50%	33%
American Indian	N	N	N
Asian	21%	50%	29%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	19%	50%	32%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

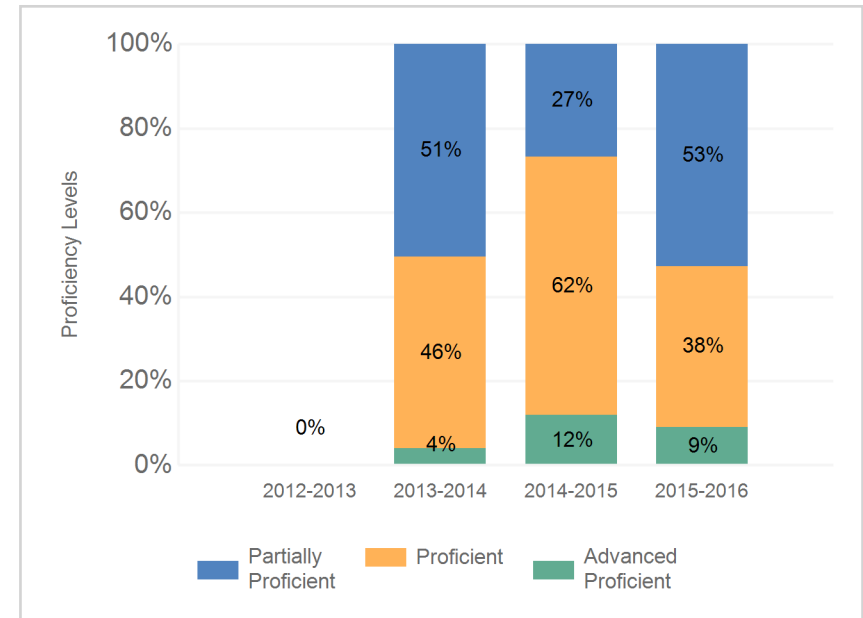
## NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	9%	38%	53%
White	N	N	N
African American	S	S	S
Hispanic	N	44%	56%
American Indian	N	N	N
Asian	28%	39%	33%
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	S	S	S
Economically Disadvantaged Students	10%	40%	50%

## NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. Low Growth is defined as a Student Growth Percentile of less than 35, Typical Growth between 35-65 and High Growth is a score higher than 65. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

### Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	60	53	50
Student Growth on Math	59	49	50

### Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	10%	7%	5%
Approached (L3)	4%	9%	18%
Met (L4)	5%	8%	20%
Exceeded (L5)	0%	1%	3%

### Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	7%	2%	0%
Partially Met (L2)	10%	8%	10%
Approached (L3)	7%	9%	16%
Met (L4)	5%	6%	19%
Exceeded (L5)	0%	0%	0%



State of New Jersey  
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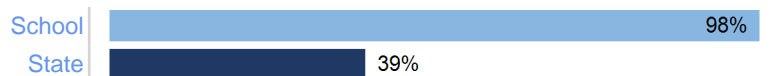
Grade Span KF-08

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## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



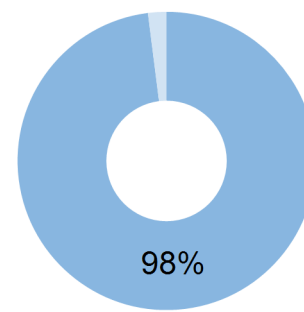
### DANCE



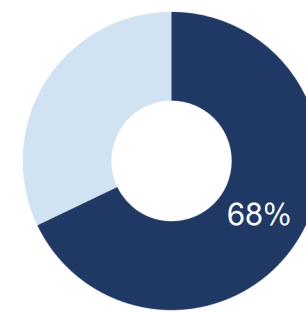
### VISUAL ARTS



### Any Visual and Performing Arts



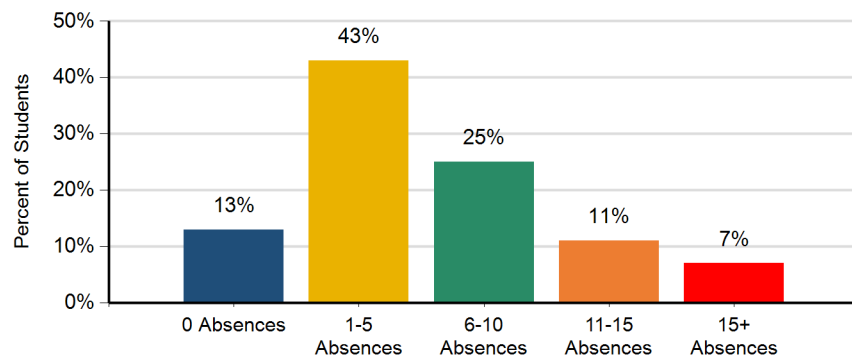
School



State

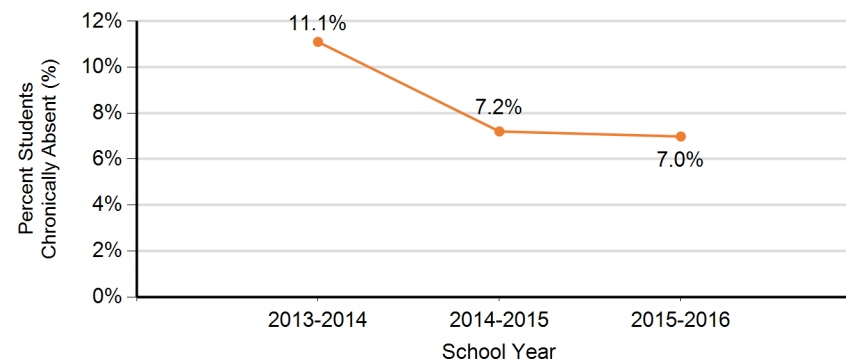
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	11:1
Administrator	280:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	3.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%



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Grade Span 3F-08

01-0110-080  
ATLANTIC  
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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)

If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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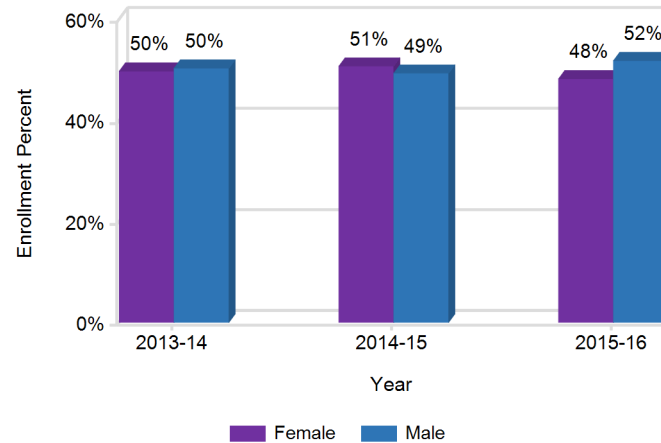
## Enrollment by Grade

This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	32	33	57
Grade KG	73	74	54
Grade 01	65	62	67
Grade 02	64	58	64
Grade 03	58	61	53
Grade 04	65	47	68
Grade 05	66	60	53
Grade 06	66	67	63
Grade 07	57	55	63
Grade 08	63	48	52
UG	1	36	4
<b>Total</b>	<b>610</b>	<b>601</b>	<b>598</b>

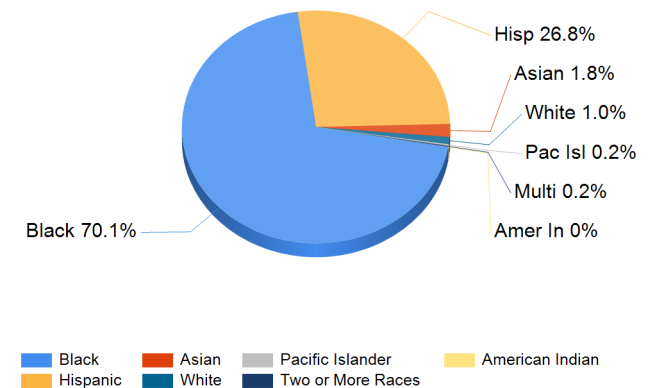
## Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



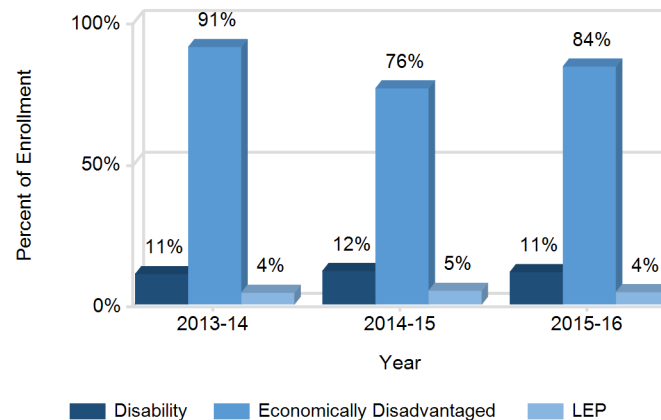
## Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



## Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



## Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	89.1%
Spanish	10.2%
Bengali	0.3%
French	0.2%
Grebo	0.2%

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.





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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Mathematics as demonstrated in *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The PARCC assessment has five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

This section also measures Science as demonstrated in NJ ASK Science assessments.

## Met/Exceeded Expectations

This table presents the percentage of students who met or exceeded expectations as well as compares the school's performance to schools across the district (with more than 5 schools) and the state.

Academic Achievement	Schoolwide Performance	District Percentile	Statewide Percentile
English Language Arts Literacy Met or Exceeded Expectations	19%	22	5
Mathematics Met or Exceeded Expectations	11%	22	4

## Mathematics and English Language Arts/ Literacy

This table presents the total number of valid test scores, the percentage of students who met or exceeded expectations/standards and statewide percentiles (a comparison between the school's performance and schools across the state) as well as the participation rates for the school and by ethnic/racial subgroup and special population. The participation goals is established as 95% by the United States Department of education. ✓ = Met participation rate (participation averaging applied)

SUBGROUP	English Language Arts/Literacy					Mathematics				
	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?	Valid Scores	% Meeting Standards	Statewide Percentile	Participation Rate	Met Goal?
Schoolwide	311	19%	5	99%	✓	311	11%	4	99%	✓
White	S	S	S	S		S	S	S	S	
African American	228	17%	14	99%	✓	228	8%	16	99%	✓
Hispanic	69	19%	7	99%	✓	69	10%	5	99%	✓
American Indian	N	N	N	N		N	N	N	N	
Asian	S	S	S	S		S	S	S	S	
Two or More Races	S	S	S	S		S	S	S	S	
Students with Disability	61	5%	11	97%	✓	61	2%	8	97%	✓
English Learner Students	S	S	S	S		S	S	S	S	
Economically Disadvantaged Students	300	19%	10	99%	✓	300	10%	8	99%	✓



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## PARCC Performance Distribution - Grade 03

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	S	S	721	746	S	S	S	S	S	S	48%
White	S	S	721	756	S	S	S	S	S	S	58%
African American	S	S	708	727	S	S	S	S	S	S	30%
Hispanic	S	S	718	730	S	S	S	S	S	S	31%
Asian	S	S	755	772	S	S	S	S	S	S	74%
American Indian	N	N	N	746	N	N	N	N	N	N	47%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Students with Disability	S	S	691	718	S	S	S	S	S	S	22%
English Language Learners	S	S	711	709	S	S	S	S	S	S	11%
Economically Disadvantaged Students	S	S	720	727	S	S	S	S	S	S	28%
PARCC MATH											
Schoolwide	52	714	729	749	25%	40%	23%	12%	N	12%	52%
White	S	S	711	757	S	S	S	S	S	S	63%
African American	S	S	719	730	S	S	S	S	S	S	31%
Hispanic	S	S	726	736	S	S	S	S	S	S	35%
Asian	S	S	760	777	S	S	S	S	S	S	82%
American Indian	N	N	N	746	N	N	N	N	N	N	48%
Two or More Races	N	N	N	754	N	N	N	N	N	N	57%
Students with Disability	S	S	705	727	S	S	S	S	S	S	28%
English Language Learners	S	S	720	724	S	S	S	S	S	S	20%
Economically Disadvantaged Students	S	S	728	732	S	S	S	S	S	S	32%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 04

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	71	721	733	750	27%	31%	27%	14%	1%	16%	54%
White	N	N	N	759	N	N	N	N	N	N	64%
African American	57	720	725	733	23%	37%	28%	12%	N	12%	33%
Hispanic	S	S	730	737	S	S	S	S	S	S	37%
Asian	S	S	756	773	S	S	S	S	S	S	79%
American Indian	N	N	N	748	N	N	N	N	N	N	55%
Two or More Races	N	N	N	756	N	N	N	N	N	N	62%
Students with Disability	S	S	705	723	S	S	S	S	S	S	22%
English Language Learners	S	S	714	712	S	S	S	S	S	S	12%
Economically Disadvantaged Students	69	720	732	734	28%	30%	28%	13%	1%	15%	33%
PARCC MATH											
<b>Schoolwide</b>	S	S	726	745	S	S	S	S	S	S	47%
White	N	N	N	752	N	N	N	N	N	N	57%
African American	S	S	S	727	S	S	S	S	S	S	24%
Hispanic	13	713	723	733	31%	39%	15%	15%	N	15%	30%
Asian	S	S	747	771	S	S	S	S	S	S	78%
American Indian	N	N	N	742	N	N	N	N	N	N	44%
Two or More Races	N	N	N	750	N	N	N	N	N	N	54%
Students with Disability	S	S	708	724	S	S	S	S	S	S	22%
English Language Learners	S	S	716	720	S	S	S	S	S	S	16%
Economically Disadvantaged Students	S	S	725	730	S	S	S	S	S	S	27%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 05

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	53	718	727	751	21%	42%	26%	11%	N	11%	53%
White	N	N	N	758	N	N	N	N	N	N	64%
African American	S	S	718	733	S	S	S	S	S	S	32%
Hispanic	13	721	727	738	15%	46%	15%	23%	N	23%	37%
Asian	S	S	750	773	S	S	S	S	S	S	80%
American Indian	N	N	N	750	N	N	N	N	N	N	53%
Two or More Races	S	S	712	759	S	S	S	S	S	S	63%
Students with Disability	S	S	707	723	S	S	S	S	S	S	20%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	49	717	727	735	22%	43%	22%	12%	N	12%	33%
PARCC MATH											
<b>Schoolwide</b>	S	S	724	747	S	S	S	S	S	S	47%
White	N	N	N	753	N	N	N	N	N	N	57%
African American	S	S	712	728	S	S	S	S	S	S	24%
Hispanic	S	S	725	735	S	S	S	S	S	S	31%
Asian	S	S	753	774	S	S	S	S	S	S	80%
American Indian	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	S	S	711	754	S	S	S	S	S	S	56%
Students with Disability	S	S	708	725	S	S	S	S	S	S	19%
English Language Learners	N	N	N	721	N	N	N	N	N	N	16%
Economically Disadvantaged Students	S	S	724	732	S	S	S	S	S	S	28%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 06

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	64	724	734	750	20%	23%	41%	14%	2%	16%	52%
White	S	S	734	756	S	S	S	S	S	S	61%
African American	46	724	726	732	22%	20%	44%	15%	N	15%	31%
Hispanic	16	719	730	738	19%	38%	31%	6%	6%	13%	37%
Asian	S	S	760	772	S	S	S	S	S	S	79%
American Indian	N	N	N	750	N	N	N	N	N	N	58%
Two or More Races	N	N	N	755	N	N	N	N	N	N	60%
Students with Disability	S	S	704	719	S	S	S	S	S	S	15%
English Language Learners	S	S	700	709	S	S	S	S	S	S	10%
Economically Disadvantaged Students	63	723	733	735	21%	24%	40%	14%	2%	16%	33%
PARCC MATH											
<b>Schoolwide</b>	S	S	725	743	S	S	S	S	S	S	43%
White	S	S	748	750	S	S	S	S	S	S	53%
African American	S	S	713	724	S	S	S	S	S	S	20%
Hispanic	S	S	723	730	S	S	S	S	S	S	26%
Asian	S	S	756	768	S	S	S	S	S	S	76%
American Indian	N	N	N	745	N	N	N	N	N	N	50%
Two or More Races	N	N	N	748	N	N	N	N	N	N	49%
Students with Disability	S	S	702	717	S	S	S	S	S	S	13%
English Language Learners	S	S	701	713	S	S	S	S	S	S	12%
Economically Disadvantaged Students	S	S	724	728	S	S	S	S	S	S	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



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## PARCC Performance Distribution - Grade 07

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	65	723	735	753	25%	32%	19%	23%	2%	25%	56%
White	S	S	735	760	S	S	S	S	S	S	65%
African American	41	720	723	733	27%	37%	15%	20%	2%	22%	35%
Hispanic	19	724	738	739	16%	32%	32%	21%	N	21%	41%
Asian	S	S	759	781	S	S	S	S	S	S	84%
American Indian	N	N	N	748	N	N	N	N	N	N	54%
Two or More Races	N	N	N	759	N	N	N	N	N	N	63%
Students with Disability	S	S	702	716	S	S	S	S	S	S	16%
English Language Learners	N	N	N	703	N	N	N	N	N	N	10%
Economically Disadvantaged Students	64	723	735	735	25%	33%	17%	23%	2%	25%	37%
PARCC MATH											
<b>Schoolwide</b>	S	S	728	740	S	S	S	S	S	S	39%
White	S	S	726	747	S	S	S	S	S	S	47%
African American	S	S	718	724	S	S	S	S	S	S	19%
Hispanic	S	S	729	729	S	S	S	S	S	S	23%
Asian	S	S	751	763	S	S	S	S	S	S	72%
American Indian	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	744	N	N	N	N	N	N	44%
Students with Disability	S	S	704	713	S	S	S	S	S	S	9%
English Language Learners	N	N	N	711	N	N	N	N	N	N	10%
Economically Disadvantaged Students	S	S	728	727	S	S	S	S	S	S	21%

Did Not Yet Meet Expectations

Partially Met Expectations

Approached Expectations

Met Expectations

Exceeded Expectations



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## PARCC Performance Distribution - Grade 08

This table presents the grade-level performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special population.

PARCC ELA											
Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	56	725	735	753	20%	36%	18%	27%	N	27%	55%
White	N	N	N	759	N	N	N	N	N	N	63%
African American	44	728	727	732	18%	34%	18%	30%	N	30%	34%
Hispanic	S	S	732	740	S	S	S	S	S	S	43%
Asian	S	S	764	780	S	S	S	S	S	S	82%
American Indian	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	756	N	N	N	N	N	N	59%
Students with Disability	S	S	703	715	S	S	S	S	S	S	16%
English Language Learners	N	N	N	701	N	N	N	N	N	N	9%
Economically Disadvantaged Students	54	724	735	736	20%	37%	17%	26%	N	26%	38%
**PARCC MATH											
<b>Schoolwide</b>	56	719	726	726	30%	21%	27%	21%	N	21%	26%
White	N	N	N	732	N	N	N	N	N	N	32%
African American	44	719	716	712	32%	18%	30%	21%	N	21%	14%
Hispanic	S	S	726	721	S	S	S	S	S	S	20%
Asian	S	S	760	745	S	S	S	S	S	S	49%
American Indian	N	N	N	726	N	N	N	N	N	N	25%
Two or More Races	N	N	N	726	N	N	N	N	N	N	26%
Students with Disability	S	S	698	704	S	S	S	S	S	S	8%
English Language Learners	N	N	N	704	N	N	N	N	N	N	9%
Economically Disadvantaged Students	54	718	726	718	32%	22%	26%	20%	N	20%	18%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations

\*\*Grade 8 does not include students who took an Algebra test.

\* An "S" indicates that data doesn't meet suppression rules and an "N" indicates that there's no data to display.



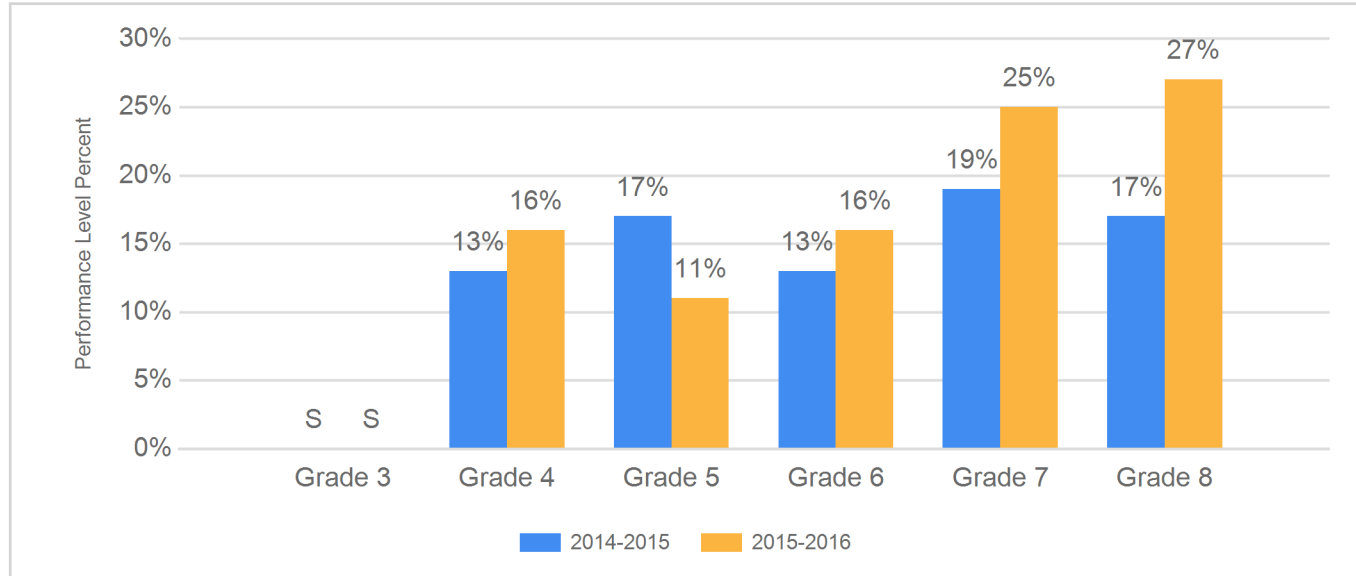
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### PARCC ELA Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.







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## PARCC Performance Distribution - Algebra I

This table presents the End-Of-Course performance, as measured by PARCC, in all five performance levels for the school and by ethnic/racial subgroup and special populations.

Type	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/Exceeded Expectation	State % Met/Exceeded Expectation
<b>Schoolwide</b>	N	N	N	769	N	N	N	N	N	N	42%
White	N	N	N	772	N	N	N	N	N	N	51%
African American	N	N	N	748	N	N	N	N	N	N	20%
Hispanic	N	N	N	746	N	N	N	N	N	N	25%
Asian	N	N	N	789	N	N	N	N	N	N	76%
American Indian	N	N	N	769	N	N	N	N	N	N	40%
Two or More Races	N	N	N	776	N	N	N	N	N	N	47%
Students with Disability	N	N	N	738	N	N	N	N	N	N	10%
English Language Learners	N	N	N	723	N	N	N	N	N	N	9%
Economically Disadvantaged Students	N	N	N	746	N	N	N	N	N	N	23%

■ Did Not Yet Meet Expectations
 ■ Partially Met Expectations
 ■ Approached Expectations
 ■ Met Expectations
 ■ Exceeded Expectations



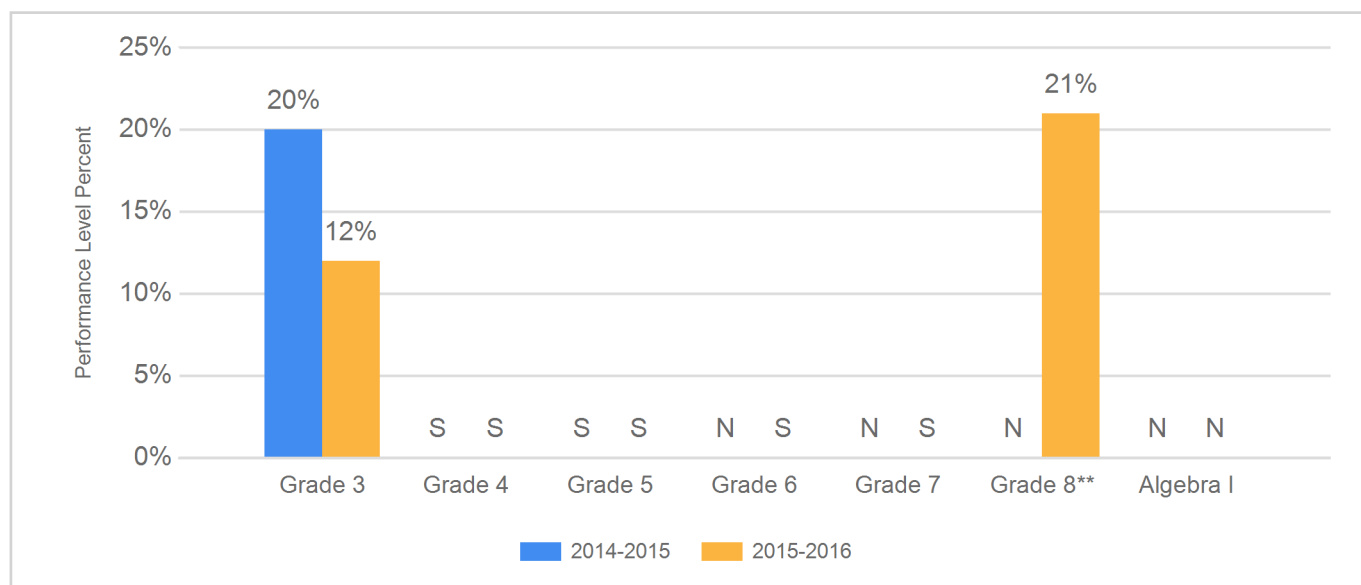
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## PARCC Math Performance Trends

This graph presents the percentage of students who met or exceeded expectations for the past two years.



\*\*Grade 8 does not include students who took an Algebra test.



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The Academic Achievement section also measures the content knowledge that students have in science as demonstrated in NJASK Science assessment. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course

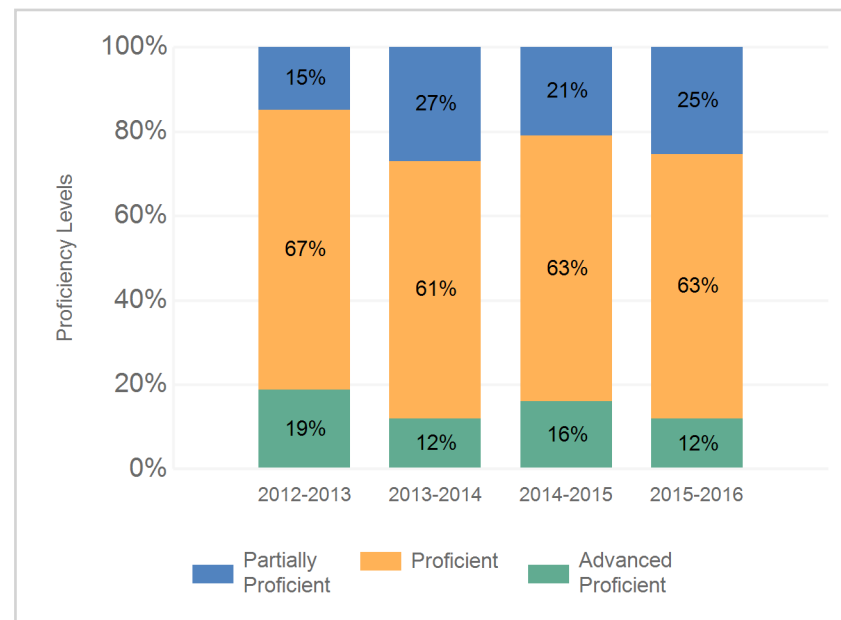
### NJASK Results Science - Grade Level 04

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	49%	41%	10%
Schoolwide	12%	63%	25%
White	N	N	N
African American	11%	70%	19%
Hispanic	8%	39%	54%
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	N	36%	64%
English Language Learners	S	S	S
Economically Disadvantaged Students	11%	63%	26%

### NJASK Proficiency Trends Science - Grade Level 04

This graph displays the percentage of students who scored in each category for the past three school years.





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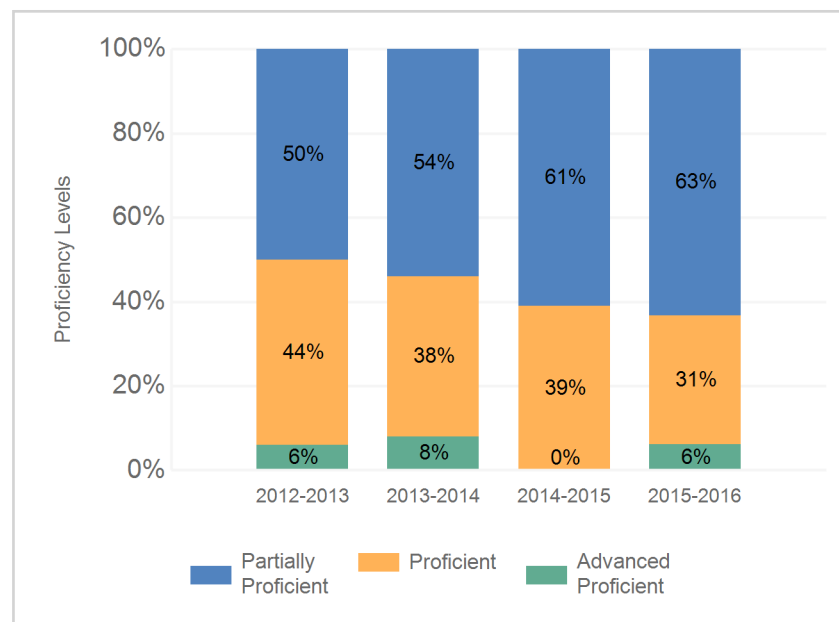
## NJASK Results Science - Grade Level 08

This table presents the percentage of students in each proficiency category, as measured by NJASK, for the school and state and by ethnic/racial subgroup and special population.

	Advanced Proficient	Proficient	Partially Proficient
Statewide	26%	47%	27%
Schoolwide	6%	31%	63%
White	N	N	N
African American	5%	33%	63%
Hispanic	S	S	S
American Indian	N	N	N
Asian	S	S	S
Two or More Races	N	N	N
Students with Disability	S	S	S
English Language Learners	N	N	N
Economically Disadvantaged Students	7%	28%	65%

## NJASK Proficiency Trends Science - Grade Level 08

This graph displays the percentage of students who scored in each category for the past three school years.





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## National Assessment Educational Progress (NAEP)

### 2015 National Assessment Educational Progress (NAEP)

The national assessment of education progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth- and twelfth-grade students in subjects such as reading, mathematics, science and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight reading, math and science scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4read.html">http://www.nj.gov/education/pr/1415/naep/naep4read.html</a>
Reading Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8read.html">http://www.nj.gov/education/pr/1415/naep/naep8read.html</a>
Math Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4math.html">http://www.nj.gov/education/pr/1415/naep/naep4math.html</a>
Math Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8math.html">http://www.nj.gov/education/pr/1415/naep/naep8math.html</a>
Science Grade 4	<a href="http://www.nj.gov/education/pr/1415/naep/naep4science.html">http://www.nj.gov/education/pr/1415/naep/naep4science.html</a>
Science Grade 8	<a href="http://www.nj.gov/education/pr/1415/naep/naep8science.html">http://www.nj.gov/education/pr/1415/naep/naep8science.html</a>

For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Subject	Grade	State Nation	Proficiency Percentages			
			Below Basic	Basic	Proficient	Advanced
Reading	4	State (NJ)	25	33	31	12
		Nation	31	33	27	9
	8	State (NJ)	20	39	35	6
		Nation	24	42	31	4
Math	4	State (NJ)	14	39	38	9
		Nation	18	42	33	7
	8	State (NJ)	21	32	30	16
		Nation	29	38	25	8
Science	4	State (NJ)	24	37	38	1
		Nation	25	39	36	1
	8	State (NJ)	29	36	33	2
		Nation	33	34	31	2



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## Met/ Exceeded Expectations

This table presents the schoolwide median growth score for all students in the school as well as the median for the district and the state.

School Growth Indicators	School Median	District Median	Statewide Median
Student Growth on Language Arts	44	53	50
Student Growth on Math	36	49	50

## Student Growth ELA

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	15%	4%	0%
Partially Met (L2)	16%	11%	6%
Approached (L3)	8%	10%	9%
Met (L4)	3%	8%	10%
Exceeded (L5)	0%	0%	1%

## Student Growth Math

This table presents the interaction between student performance as demonstrated on PARCC and their growth scores.

(Expectations)	Growth		
	Low	Typical	High
Did Not Yet Meet (L1)	20%	5%	0%
Partially Met (L2)	15%	9%	7%
Approached (L3)	13%	10%	9%
Met (L4)	2%	4%	5%
Exceeded (L5)	0%	0%	0%



State of New Jersey  
2015-2016

Grade Span 3F-08

01-0110-080

ATLANTIC

ATLANTIC CITY

Uptown School Complex

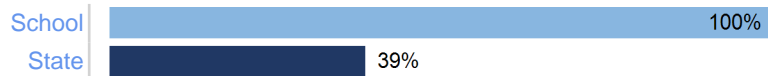
323 Madison Avenue

Atlantic City, NJ 08401-5417

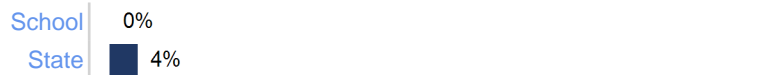
## Visual and Performing Arts

This graph on the left displays the percentages of students who were enrolled in at least one of the four arts disciplines within the school and across the state. The graphs on the right show the percentage of students who were enrolled in any Visual and Performing Arts classes within the school and across the state.

### MUSIC



### DRAMA



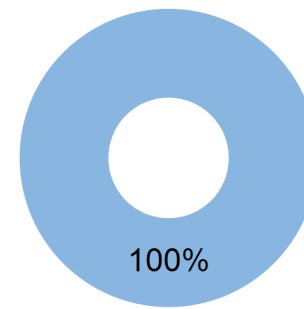
### DANCE



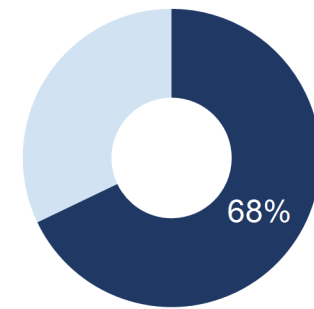
### VISUAL ARTS



### Any Visual and Performing Arts



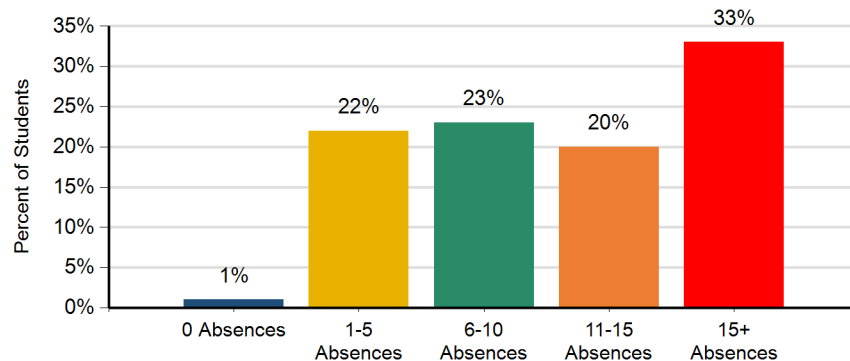
School



State

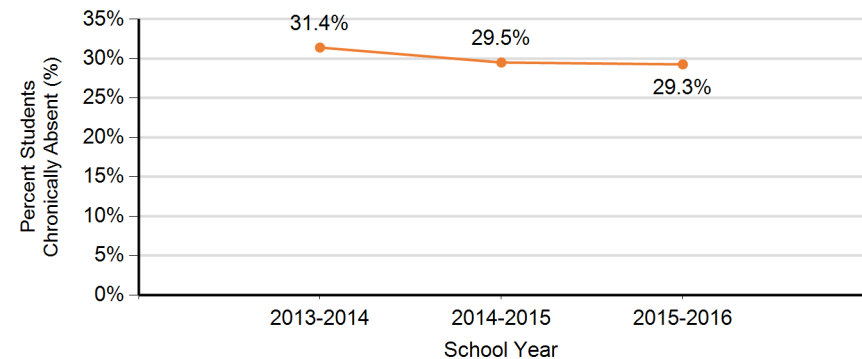
## Absenteeism

The graph displays the percentage of students by five ranges of absences. An absence is defined as being 'not present' and includes both excused and unexcused absences.



## Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years at the school.





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### Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2015-16	6 Hrs. 30 Mins.

### Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher. Shared Time students are educated elsewhere than at the school (Ex. vocational schools).

2015-16	School
Full Time	5 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

### Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2015-16	School
Faculty	10:1
Administrator	150:1

### Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2015-16	17.6%

### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	96%





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## 2015-2016 School Performance Reports

The New Jersey Department of Education (NJDOE) presents the 2015-16 School Performance Reports. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers. In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other schools that are educating similar students, against district and state-wide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in meaningful conversations about the full range of the data presented. While the School Performance Reports bring attention to important student outcomes, the NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure.

NJDOE welcomes feedback on the school performance reports: [Survey](#)  
If you have any questions regarding Performance Reports, please contact [njsmart@pcgus.com](mailto:njsmart@pcgus.com)



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#### Enrollment by Grade

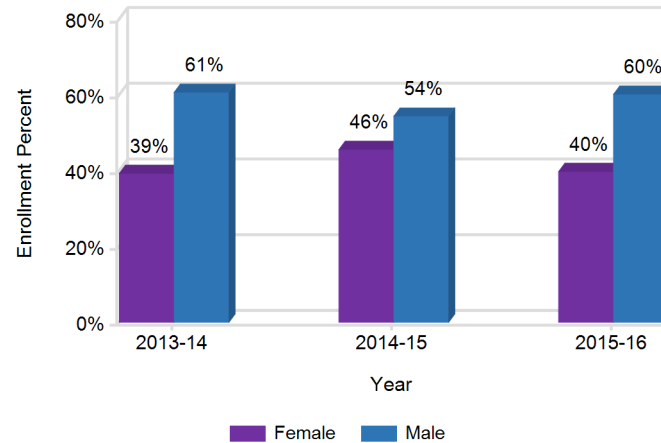
This table presents the enrollment count of students by grade for the past three school years. Note: "UG" represents the count of student who were 'on roll' but are educated in ungraded classrooms.

	2013-14	2014-15	2015-16
Grade PK	84	62	96
Grade KG	0	0	0
Grade 01	0	0	0
Grade 02	0	0	0
Grade 03	0	0	0
Grade 04	0	0	0
Grade 05	0	0	0
Grade 06	0	0	0
Grade 07	0	0	0
Grade 08	0	0	0
Grade 09	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
UG	0	28	2
<b>Total</b>	<b>84</b>	<b>90</b>	<b>98</b>

\* 2013-2014 and 2014-2015 enrollment data reflects students who were 'on roll' in October of each school year. 2015-2016 enrollment data reflects students who were 'on roll' at the end of the school year.

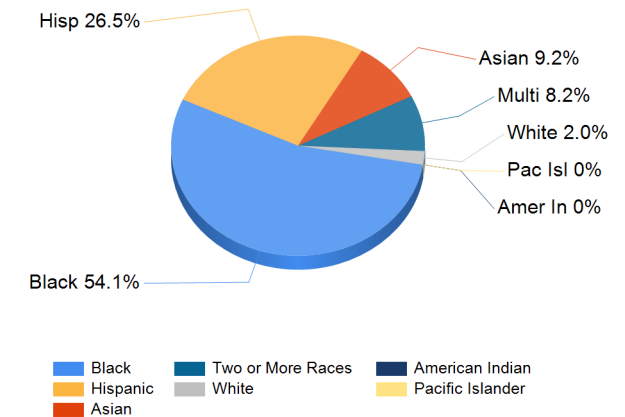
#### Enrollment by Gender

This graph displays the percentage of students by gender for the past three school years.



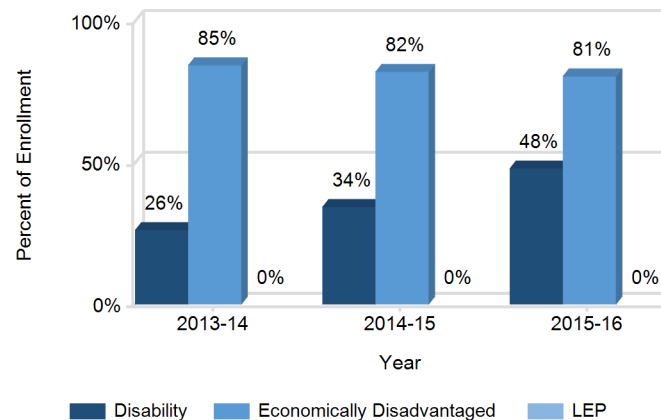
#### Enrollment by Ethnic/ Racial Subgroup

This graph displays the percentages of students by ethnic/racial subgroup defined by the ESEA Waiver.



#### Enrollment Trends by Special Population

This graph displays the percentages of students by special population (Students with Disabilities, Economically Disadvantaged, and English Language Learners) for the past three school years.



#### Language Diversity

This table presents the main languages primarily spoken by students in their home.

2015-2016	Percent
English	78.6%
Spanish	14.3%
Bengali	4.1%
Chinese	1.0%
Tagalog	1.0%
Other	1.0%



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	School
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### Student Expulsions

This table presents the number of students who were expelled from the school during the school year.

	School
2015-16	0

### Faculty Attendance

This table presents the percentage of days the school faculty were present during the school year.

	School
2015-16	97%