NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(25-0100-100)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	ASBURY PARK CITY
Principal Name	MS. JACKSON-BYERS
Address	600 MONROE AVENUE ASBURY PARK, NJ 07712
Phone Number	(732)776-2660
Email Address	JACKSONT@ASBURYPARK.K12.NJ.US
Website	http://asburyparksdtmes.ss19.sharpschool.com/
Facebook	https://www.facebook.com/asburyparkschools/
Twitter	https://twitter.com/Asbury_ParkSD

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	39	88	127
KG	23	69	32
1	75	34	60
2	76	66	36
3	67	73	62
4	77	55	66
5	50	63	46
Total	407	448	429

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	49.6%	48.7%	50.8%
Male	50.4%	51.3%	49.2%
Economically Disadvantaged Students	88.2%	51.8%	42.0%
Students with Disabilities	19.7%	19.6%	16.8%
English Learners	17.0%	10.7%	12.4%
Homeless Students		0.0%	2.6%
Students in Foster Care		0.2%	0.9%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.2%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	2.0%	2.5%	2.8%
Hispanic	59.2%	59.4%	56.4%
Black or African American	37.3%	37.1%	40.3%
Asian	0.7%	0.9%	0.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.5%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	39	88	127
KG - Half Day	0	0	0
KG - Full Day	23	69	32

Enrollment by Home Language

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

Home Language	% of Students
English	59.9%
Spanish	29.6%
Haitian	8.2%
Other Languages	2.3%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	39	35	50	Not Met	22	32	50	Not Met
White	*	*	50	**	*	*	51	**
Hispanic	46	42	49	Met Standard	29.5	34.5	48	Not Met
Black or African American	36	30	44	Not Met	15	28	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	36.5	34	48	Not Met	22	30.5	47	Not Met
Students with Disabilities	25	25	41	**	15	26	43	**
English Learners	45	46.5	54	Met Standard	30.5	34	51	Not Met

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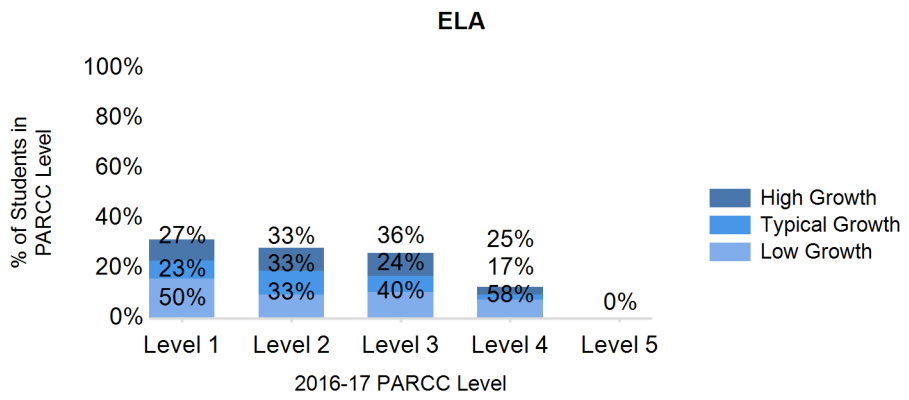
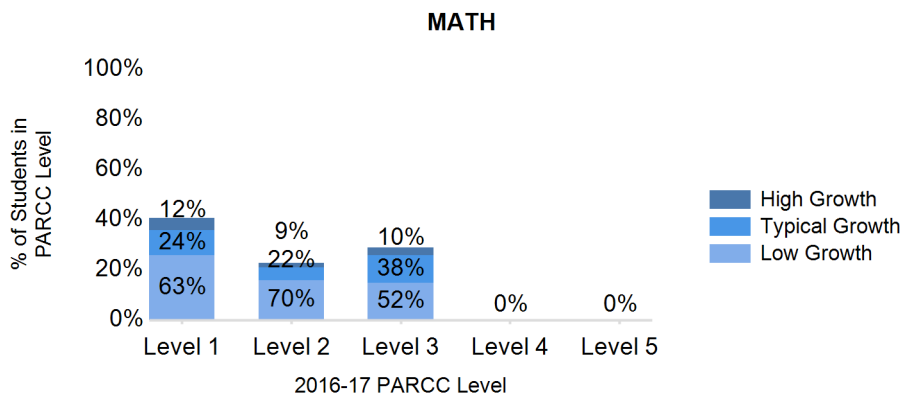
Student Growth by Performance Level

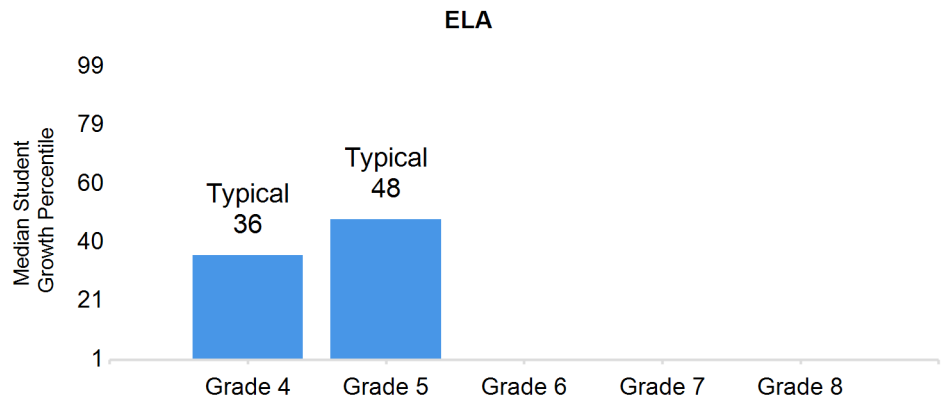
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

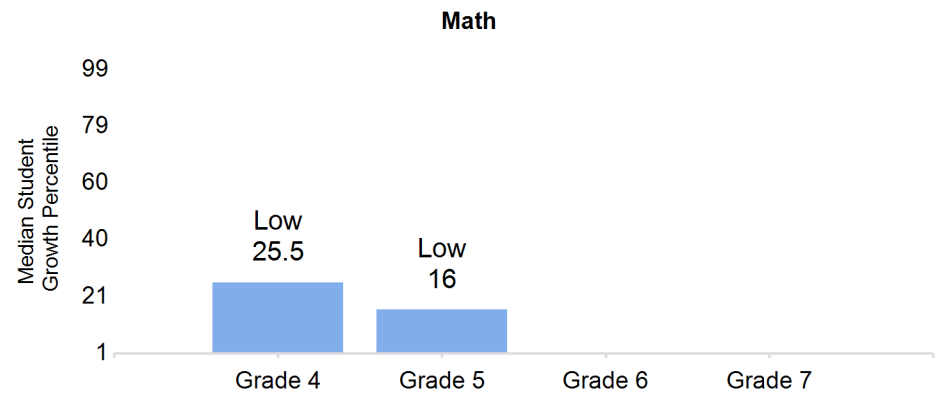




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	164	99.4	20.7	*	56.7	20.7	16.2	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	104	99.1	20.2	17.4	42.5	20.2	16.2	Met Target
Black or African American	55	100.0	18.2	13.4	37.3	18.2	14.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	80	100.0	22.5	21.1	64.5	22.5		
Male	84	98.8	19.0	10.1	49.4	19.0		
Economically Disadvantaged Students	82	100.0	17.1	14.2	38.5	17.1	15.9	Met Target
Non-Economically Disadvantaged Students	82	98.8	24.4	17.5	67.5	24.4		
Students with Disabilities	39	97.6	*	*	21.6	*	10.1	Not Met
Students without Disabilities	125	100.0	*	*	63.9	*		
English Learners	37	100.0	16.2	*	27.3	16.2	13.3	Met Target
Non-English Learners	127	99.2	22.1	*	59.4	22.1		
Homeless Students	*	*	*	14.3	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	706	705	750	47%	20%	20%	*	*	12%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	38	702	*	736	*	*	*	*	*	*	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	29	707	709	756	48%	*	*	*	*	14%	57%
Male	30	705	702	744	47%	*	*	*	*	10%	46%
Economically Disadvantaged Students	28	692	705	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	31	718	706	762	*	*	*	*	*	*	64%
Students with Disabilities	17	680	680	719	*	*	*	*	*	*	24%
Students without Disabilities	42	716	711	756	*	*	*	*	*	*	57%
English Learners	*	*	690	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	707	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	724	719	756	22%	28%	28%	*	*	22%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	36	732	728	744	*	*	36%	*	*	28%	44%
Black or African American	25	710	711	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	33	726	725	762	*	*	*	*	*	21%	63%
Male	31	722	714	751	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	33	724	718	740	*	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	31	725	722	767	*	*	*	*	*	26%	70%
Students with Disabilities	*	*	691	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	725	762	*	*	*	*	*	*	64%
English Learners	12	717	709	720	*	*	*	*	*	17%	17%
Non-English Learners	52	726	721	759	*	*	*	*	*	23%	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	721	717	755	30%	*	*	30%	0%	30%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	29	724	*	743	*	*	*	*	*	31%	43%
Black or African American	14	715	712	738	*	*	0%	*	*	29%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	21	723	721	762	*	*	*	*	*	33%	66%
Male	22	720	714	749	*	*	*	*	*	27%	51%
Economically Disadvantaged Students	23	718	715	739	*	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	20	725	719	766	*	*	*	*	*	35%	71%
Students with Disabilities	12	685	686	724	*	*	*	*	*	*	22%
Students without Disabilities	31	735	726	762	*	*	*	*	*	*	65%
English Learners	*	*	699	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	718	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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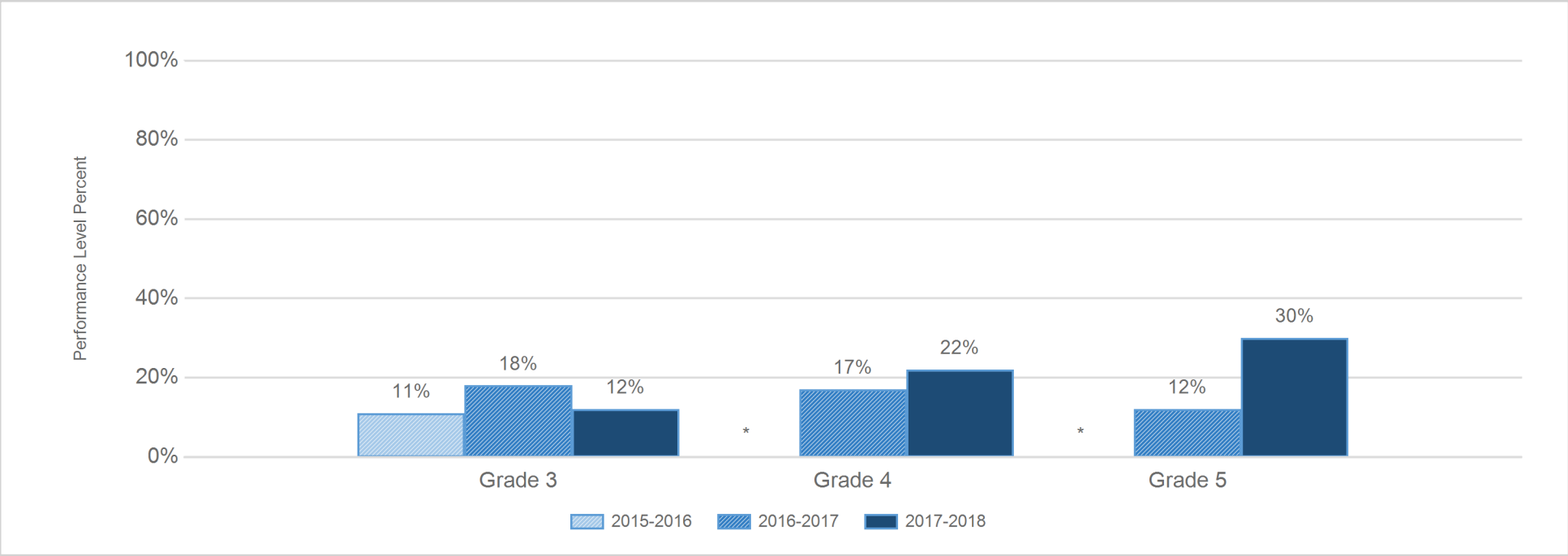
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

This table shows information about the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	169	99.4	*	*	45.0	*	14.3	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	104	99.1	*	*	29.2	*	14.7	Not Met
Black or African American	60	100.0	*	*	23.4	*	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	81	100.0	*	*	46.0	*		
Male	88	98.9	*	*	43.9	*		
Economically Disadvantaged Students	82	100.0	*	*	26.6	*	13.9	Not Met
Non-Economically Disadvantaged Students	87	98.9	*	*	55.9	*		
Students with Disabilities	39	97.6	*	*	17.1	*	10.1	Not Met
Students without Disabilities	130	100.0	*	*	50.5	*		
English Learners	41	100.0	*	*	24.6	*	10.6	Not Met
Non-English Learners	128	99.2	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	697	703	752	*	*	*	*	*	*	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	38	694	*	739	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	30	700	705	752	*	*	*	*	*	*	53%
Male	33	695	701	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	30	692	704	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	33	702	701	762	*	*	*	*	*	*	66%
Students with Disabilities	17	685	690	730	*	*	*	*	*	*	29%
Students without Disabilities	46	702	705	756	*	*	*	*	*	*	57%
English Learners	11	681	693	726	*	*	*	*	*	*	23%
Non-English Learners	52	701	704	754	*	*	*	*	*	*	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(25-0100-100)
Grades Offered: PK-05
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	705	706	748	*	*	*	*	*	*	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	36	711	712	737	*	*	*	*	*	*	34%
Black or African American	27	694	698	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	34	703	704	748	*	*	*	*	*	*	50%
Male	32	708	708	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	34	703	703	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	32	708	709	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	691	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	708	753	*	*	*	*	*	*	55%
English Learners	14	705	703	722	*	*	*	*	*	*	16%
Non-English Learners	52	706	706	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(25-0100-100)
Grades Offered: PK-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	699	700	748	*	*	*	*	*	*	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	29	706	*	736	*	*	*	*	*	*	32%
Black or African American	17	687	695	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	22	697	699	749	*	*	*	*	*	*	50%
Male	24	702	701	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	24	699	698	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	22	700	704	758	*	*	*	*	*	*	62%
Students with Disabilities	12	673	684	726	*	*	*	*	*	*	20%
Students without Disabilities	34	708	705	752	*	*	*	*	*	*	55%
English Learners	*	*	692	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	701	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

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(25-0100-100)
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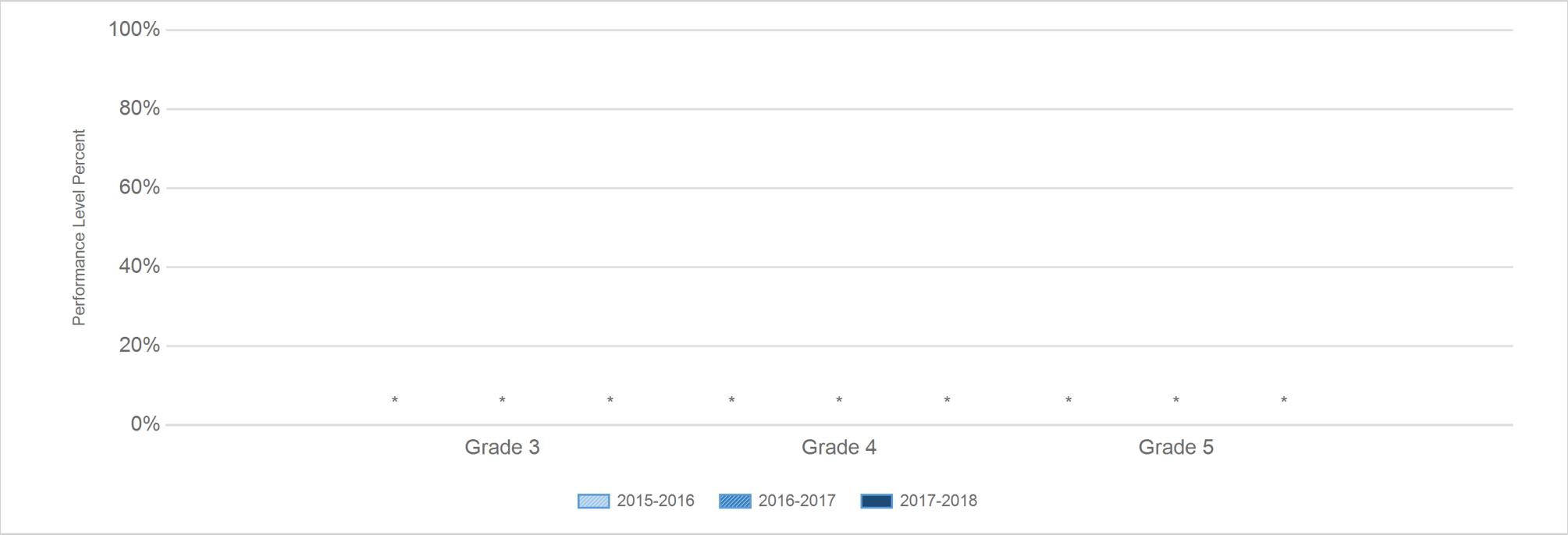
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end of course exam on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	N	N
5	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	44.7%	60.7%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	*	*	*
5 or more	18	72.2%	27.8%

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

New Jersey transitioned from the NJASK to NJSLA-S in 2017-18 to align to new science standards. Results of field tests in 2017-18 will not be reported, but results of NJSLA-S will be added to the performance reports in 2018-19.

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

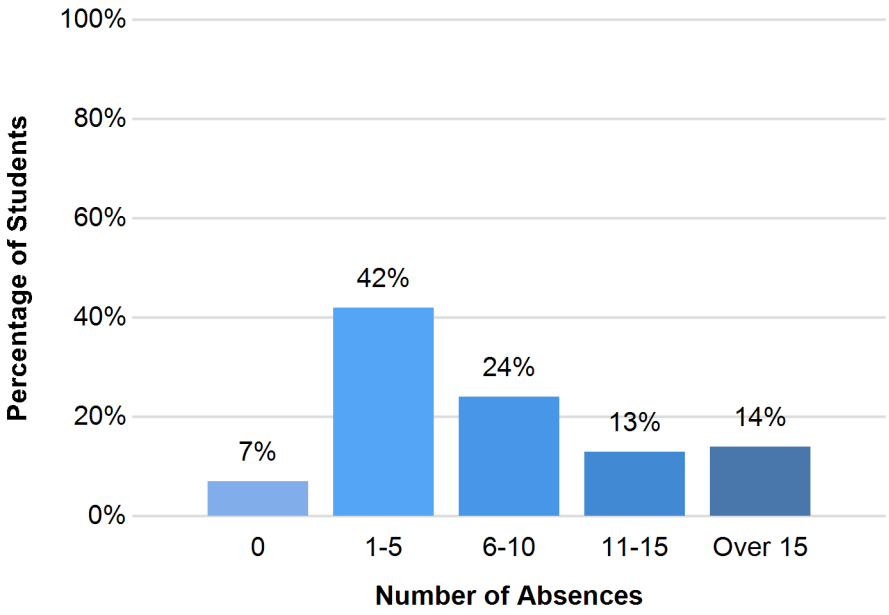
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	31	9.1	8.9	Not Met
White	*	*	**	**
Hispanic	10	5.3	8.9	Met
Black or African American	21	15.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	14	8.8	8.9	Met
Students with Disabilities	8	11.9	8.9	Not Met
English Learners	2	3.5	8.9	Met

Days Absent

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



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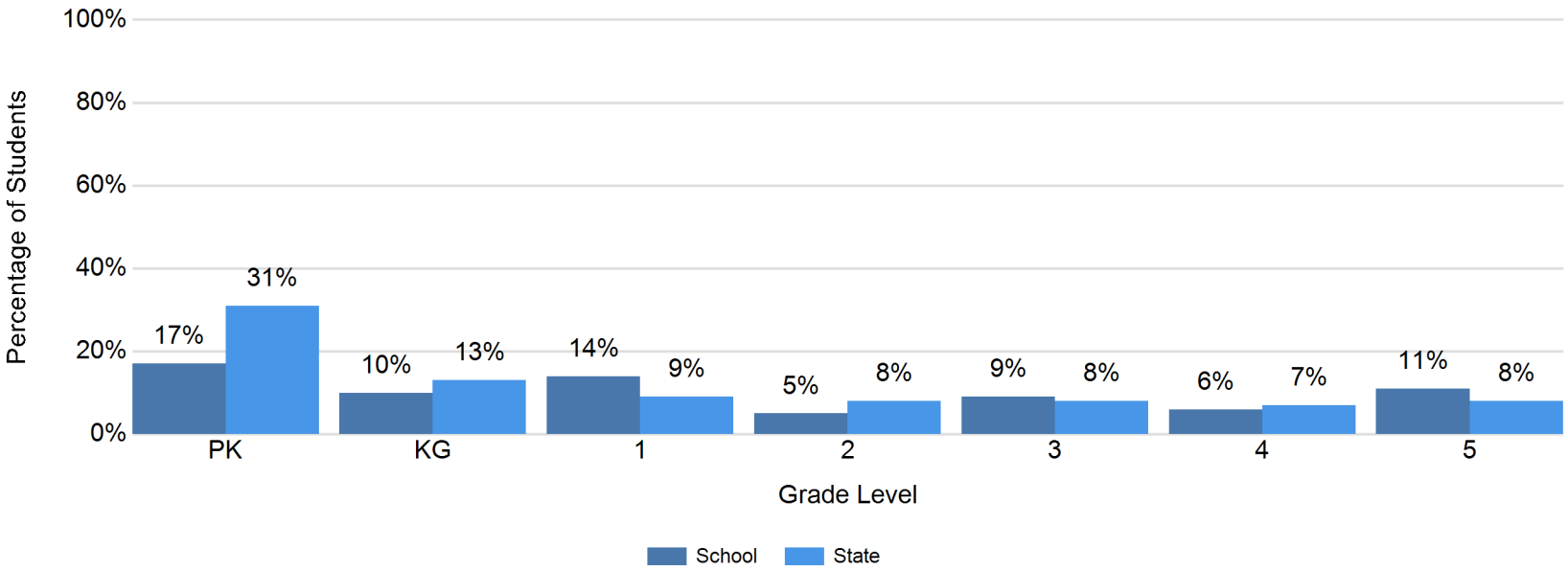
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. As such, comparing this year's report to previous years' data can lead to inaccurate conclusions in many reporting categories. As such, the 2017-18 report should be considered a baseline year.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.47

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
10

NJ SCHOOL PERFORMANCE REPORT

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	N

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1.0:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,913	$30,002	$31,915

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	46	117,464
Average years experience in public schools	16.2	12.0
Average years experience in district	12.5	10.7
Teachers in district for 4 or more years	73.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,374
Average years experience in public schools	20.9	16.0
Average years experience in district	11.5	12.0
Administrators in district for 4 or more years	61.5%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	429:1	81:1
Teachers to Administrators	46:1	9:1
Students to Librarians/Media Specialists		529:1
Students to Nurses		302:1
Students to Counselors		235:1
Students to Child Study Team		141:1

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	91.8%	90.2%
2016-17 Administrators: Same district 2017-18	81.3%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	87.3%

NJ SCHOOL PERFORMANCE REPORT

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	89.1%	0.0%
Male	10.9%	100.0%
White	65.2%	100.0%
Hispanic	6.5%	0.0%
Black or African American	28.3%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

THURGOOD MARSHALL ELEMENTARY SCHOOL
(25-0100-100)
Grades Offered: PK-05
2017-2018

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	4.15	15.0%
Mathematics Proficiency	0.24	15.0%
English Language Arts Growth	16.05	20.0%
Mathematics Growth	0.89	20.0%
Progress Towards English Language Proficiency	27.23	20.0%
Chronic Absenteeism	47.42	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	14.24	n/a
Summative Rating: Percentile Rank of Summative Score	4.27	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	Yes	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	24.80	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	13.16	14.08	Yes	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	15.99	14.08	No	Met Target	Not Met	Not Met	Not Met	n/a	Met	No
Students with Disabilities	**	**	No	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	24.90	14.08	No	Met Target	Not Met	Met Standard	Not Met	Not Met	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Grades K through 2 students demontrated an overall 33% growth in ELA Link It Assessment from Form A and Form C, as well as, Grades 3 through 5 demonstrated and overall 10% growth in ELA Link It Assess • Grades K through 2 students demontrated an overall 44% growth on MathLink It Assessment from Form A and Form C, as well as, Grades 3 through 5 demonstrated and overall 16% growth in Math Link It Asses • TMES implemented Operation All Hands on Deck." The goal of “All Hands on Deck” was to provide targeted tutoring instruction in ELA and Math for grades 3 through 5 “bubble” students utilizing all av
Mission, Vision, Theme:	During the 2017-2018 school year, the Passenger Directors and Student Engineers of Thurgood Marshall Elementary chose the "Full Steam Ahead!" theme. Our school’s theme was year is focused on Re-Chartering our Student’s Journey to Academic Success. This theme was chosen because “STEAM” is an educational approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking. We developed, “Operation Full Steam Ahead “which is filled with high expectations and strategies geared for every passenger.
Awards, Recognition, Accomplishments:	During the 2017-2018 school year, the Passenger Directors and Student Engineers of Thurgood Marshall Elementary School hosted several events that received recongintion via Asbury Park Press, Asbury Park Sun and Asbury Coaster. They include 1. Grandparents Day 2. Bring Dad to School Day 3. TMES Break Bread with Community on Dr. Martin Luther King's Day. 4. TMES Tackles Hunger Full Steam Ahead 5. Reflections of Powerful Women in History Perfomance at the Paramount (Black History Month Program) 6. Bring Mom Dressed in her Sunday's Best to School 7. TMES March on Literacy

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Courses, Curriculum, Instruction:	TMES Intructional Programs *Teaching Strategies Gold (Preschool and Kindergarten) *Journey's Reading Program (Kindergarten through 5th) *Scholastic/HMH Partnership (iRead, System 44, Read 180) (Kindergarten through 5th) *Math:enVisions (enVisions Pearson, Do the Math Now, Houghton Mifflin Harcourt) (Kindergarten through 5th)
Clubs and Activities:	1. Safety Patrol-The duties for the School Safety Patrols are to attend and participate in all patrol meetings and training sessions. Set a proper example of appropriate behavior and encourage all students to follow school rules at all times. Report for duty on time with safety patrol vest. 2. TMES Chorus: The goal of the Chorus was to provide a platform through choral singing that students develop self-esteem, confidence and the ability to communicate with each other as well as an audience. There is such an elevated sense of achievement during the rehearsal process when harmonies and the music come together. Singers learn to listen, concentrate and think creatively. 3. 21st Century Thought Leaders After School program. 21st Century Community Learning Centers. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who atten

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Before and After School Programs:	During the 2017-2018 School Year, 21st Century Thought Leaders After School program was offered as an afterschool program. 21st Century Community Learning Centers. This program supports the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.
Staff and Professional Learning:	During the 2017-2018 School Year, the TMES Passenger Engineers participated in variuos professional development opportunites through out the year. CPT's(Common Planning Time) were conducted once a week. Delayed Opening and Full Day Inservice were provided by the district once a month. Professional development is a strategy utlized to ensure that our Passenger Engineers continue to strengthen their practice throughout their career. TMES Teachers have engaged in Professional Development that to focused on the needs of their students.

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Parent and Community Involvement:	The TMES Staff has taken the "It Takes a village to raise a child proverb very seriously. We have a made a clear message that our Parents and whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students. During the 2017-2018 school year, the we have hosted the following events that promoted Parental and Community Involvement: 1. Grandparents Day 2. Bring Dad to School Day 3. TMES Break Bread with Community on Dr. Martin Luther King's Day. 4. TMES Tackles Hunger Full Steam Ahead 5. Reflections of Powerful Women in History Performance at the Paramount (Black History Month Program) 6. Bring Mom Dressed in her Sunday's Best to School 7. TMES March on Literacy

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We Survey