NJ SCHOOL PERFORMANCE REPORT

ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	GUTTENBERG TOWN
Principal Name	MR. PETRY
Address	301 69TH ST GUTTENBERG, NJ 07093-2411
Phone Number	(201)861-3100
Email Address	KPETRY@ALKSCHOOL.ORG
Website	Https://www.Alkschool.org
Facebook	https://www.facebook.com/alkschool/

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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	43	40	48
KG	105	112	106
1	100	101	109
2	116	99	93
3	119	113	86
4	114	114	111
5	106	112	108
6	98	106	103
7	116	104	110
8	98	121	104
Total	1,015	1,022	978

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	50.0%	49.1%	48.8%
Male	50.0%	50.9%	51.2%
Economically Disadvantaged Students	79.1%	79.9%	72.4%
Students with Disabilities	8.9%	9.4%	10.5%
English Learners	18.9%	16.2%	19.3%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.5%	0.1%
Military-Connected Students		0.1%	0.1%
Migrant Students		4.3%	3.3%

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	6.0%	5.5%	5.3%
Hispanic	89.9%	91.9%	92.4%
Black or African American	1.7%	1.1%	0.8%
Asian	2.3%	1.5%	1.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.1%	0.1%	0.2%

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	42	40	48
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	105	112	106

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
Spanish	72.0%
English	24.2%
Arabic	2.7%
Other Languages	1.1%

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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	60	60	50	Exceeds Standard	50	50	50	Met Standard
White	58	58	50	Met Standard	67.5	67.5	51	Exceeds Standard
Hispanic	61	61	49	Exceeds Standard	49	49	48	Met Standard
Black or African American	*	*	44	**	*	*	44	**
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	61	61	48	Exceeds Standard	51	51	47	Met Standard
Students with Disabilities	50	50	41	Met Standard	43	43	43	Met Standard
English Learners	71	71	54	Exceeds Standard	58.5	58.5	51	Met Standard

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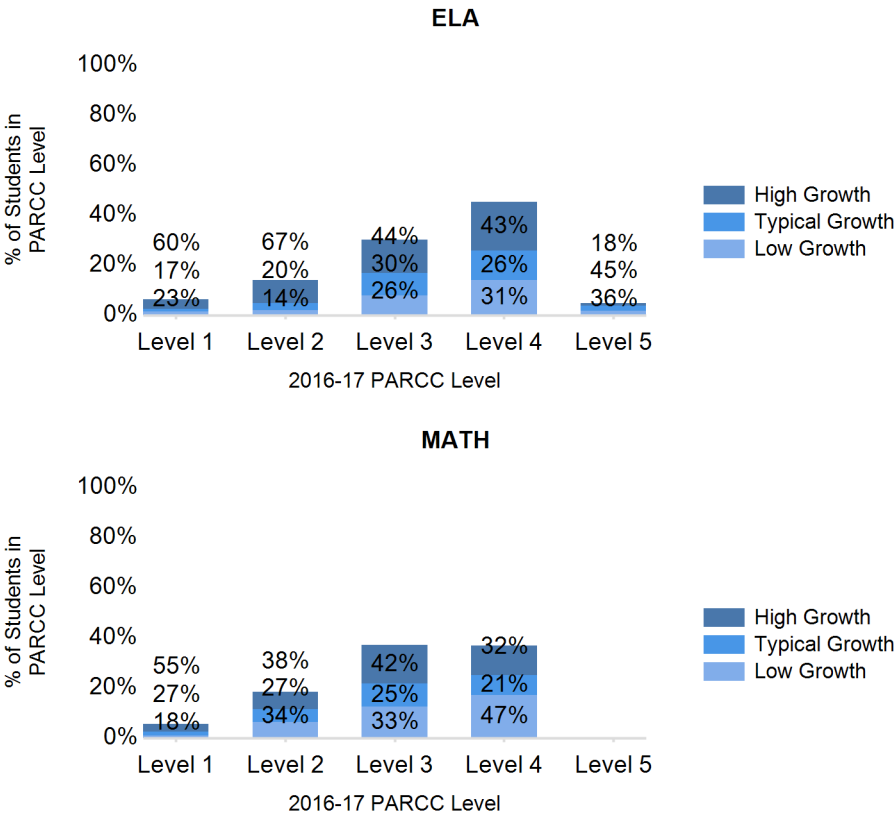A student's SGP falls between 1 and 99 and can be grouped into three level | **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65** |

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.
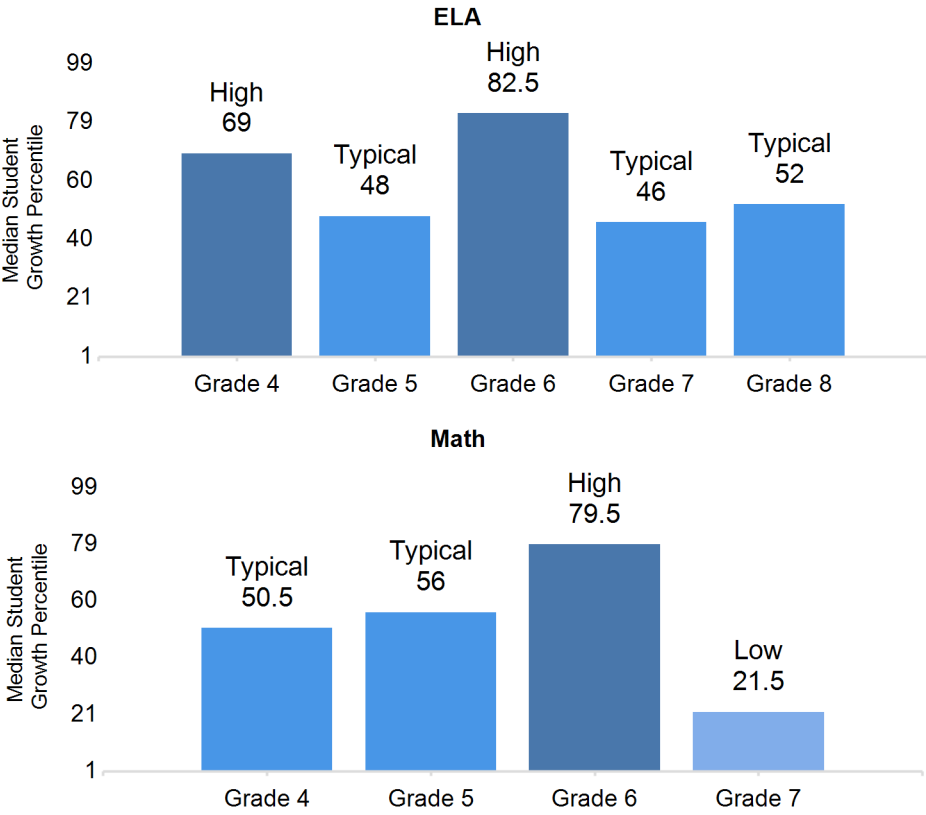
Student Growth by Performance Level

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.

ELA

Level 1: 23%, 17%, 60%
Level 2: 14%, 20%, 67%
Level 3: 26%, 30%, 44%
Level 4: 31%, 26%, 43%
Level 5: 36%, 45%, 18%

High Growth / Typical Growth / Low Growth

MATH

Level 1: 18%, 27%, 55%
Level 2: 34%, 27%, 38%
Level 3: 33%, 25%, 42%
Level 4: 47%, 21%, 32%
Level 5:

High Growth / Typical Growth / Low Growth

Student Growth by Grade

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

ELA

Grade 4: High 69
Grade 5: Typical 48
Grade 6: High 82.5
Grade 7: Typical 46
Grade 8: Typical 52

Math

Grade 4: Typical 50.5
Grade 5: Typical 56
Grade 6: High 79.5
Grade 7: Low 21.5

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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	595	99.3	54.6	54.6	56.7	54.6	47.1	Met Target
White	33	100.0	57.6	57.6	65.6	57.6	39.8	Met Target
Hispanic	549	99.3	53.9	53.9	42.5	53.9	46.7	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
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	307	100.0	62.6	62.6	64.5	62.6		
Male	288	98.7	46.2	46.2	49.4	46.2		
Economically Disadvantaged Students	463	99.1	52.9	52.9	38.5	52.9	44.4	Met Target
Non-Economically Disadvantaged Students	132	100.0	60.6	60.6	67.5	60.6		
Students with Disabilities	67	95.7	19.4	19.4	21.6	19.4	13.5	Met Target
Students without Disabilities	528	99.8	59.1	59.1	63.9	59.1		
English Learners	120	99.2	33.3	33.3	27.3	33.3	24.9	Met Target
Non-English Learners	475	99.4	60.0	60.0	59.4	60.0		
Homeless Students	N	N	N	N	27.7	N		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
Migrant Students	21	100.0	33.3	33.3	30.1	33.3		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	742	742	750	15%	20%	22%	*	*	44%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	76	740	740	736	16%	20%	22%	*	*	42%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	42	745	745	756	*	*	*	*	*	48%	57%
Male	40	739	739	744	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	66	743	743	733	*	*	*	*	*	45%	34%
Non-Economically Disadvantaged Students	16	738	738	762	*	*	*	*	*	38%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	16	715	715	712	*	*	*	*	*	*	15%
Non-English Learners	66	749	749	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	*	*	*	741	*	*	*	*	*	*	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	106	757	757	756	*	*	25%	44%	15%	59%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	95	756	756	744	*	*	22%	47%	14%	61%	44%
Black or African American	*	*	*	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	53	763	763	762	*	*	28%	*	*	64%	63%
Male	53	750	750	751	*	*	21%	*	*	55%	53%
Economically Disadvantaged Students	79	754	754	740	*	*	*	*	*	57%	40%
Non-Economically Disadvantaged Students	27	765	765	767	*	*	*	*	*	67%	70%
Students with Disabilities	11	729	729	726	*	*	*	*	*	27%	25%
Students without Disabilities	95	760	760	762	*	*	*	*	*	63%	64%
English Learners	17	720	720	720	*	*	*	*	*	18%	17%
Non-English Learners	89	764	764	759	*	*	*	*	*	67%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	57%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	745	745	755	*	*	37%	44%	0%	44%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	88	746	746	743	*	*	38%	44%	0%	44%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	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	48	749	749	762	*	*	*	48%	0%	48%	66%
Male	50	742	742	749	*	*	*	40%	0%	40%	51%
Economically Disadvantaged Students	77	745	745	739	*	*	*	40%	0%	40%	39%
Non-Economically Disadvantaged Students	21	746	746	766	*	*	*	57%	0%	57%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	760	760	754	*	*	33%	35%	20%	56%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	95	760	760	742	*	*	34%	34%	21%	55%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	49	768	768	761	*	*	27%	*	*	63%	64%
Male	50	752	752	748	*	*	40%	*	*	48%	48%
Economically Disadvantaged Students	74	759	759	739	*	*	*	*	*	55%	37%
Non-Economically Disadvantaged Students	25	764	764	764	*	*	*	*	*	56%	68%
Students with Disabilities	13	710	710	723	*	*	*	*	*	*	18%
Students without Disabilities	86	768	768	760	*	*	*	*	*	*	63%
English Learners	14	743	743	712	*	*	*	*	*	43%	*
Non-English Learners	85	763	763	755	*	*	*	*	*	58%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	753	753	760	*	*	18%	43%	20%	63%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	98	753	753	746	*	*	19%	40%	21%	61%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	57	763	763	769	*	*	*	*	*	74%	72%
Male	51	742	742	752	*	*	*	*	*	51%	54%
Economically Disadvantaged Students	79	756	756	742	*	*	*	*	*	63%	44%
Non-Economically Disadvantaged Students	29	747	747	771	*	*	*	*	*	62%	73%
Students with Disabilities	11	716	716	721	*	*	0%	*	*	27%	22%
Students without Disabilities	97	758	758	768	*	*	20%	*	*	67%	71%
English Learners	13	710	710	705	*	*	*	*	*	23%	11%
Non-English Learners	95	759	759	762	*	*	*	*	*	68%	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	*	*	*	716	*	*	*	*	*	*	21%

NJ SCHOOL PERFORMANCE REPORT

ANNA L. KLEIN
(17-1850-050)
Grades Offered: PK-08
2017-2018

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

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

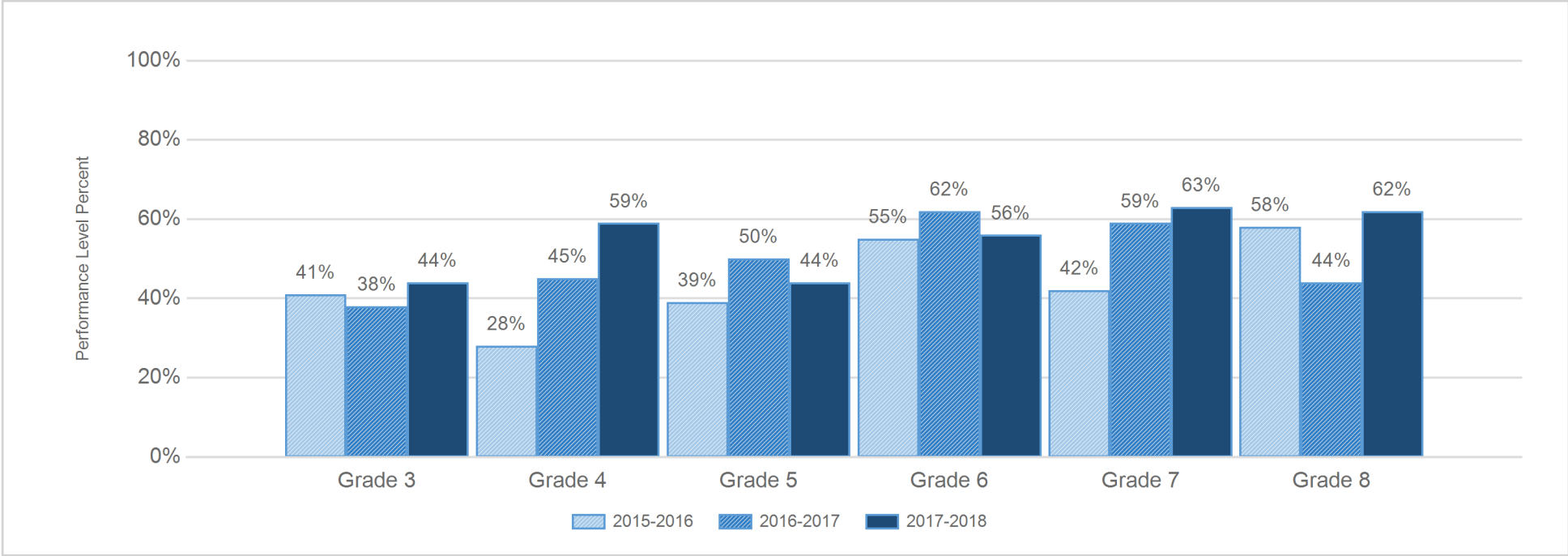| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	756	756	759	*	12%	21%	*	*	62%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	N	N	N	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	60	766	766	768	*	*	*	*	*	73%	69%
Male	41	743	743	751	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	81	753	753	740	*	*	*	*	*	59%	42%
Non-Economically Disadvantaged Students	20	769	769	769	*	*	*	*	*	75%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	13	719	719	703	*	*	*	*	*	*	*
Non-English Learners	88	762	762	761	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	*	*	*	718	*	*	*	*	*	*	21%

NJ SCHOOL PERFORMANCE REPORT

ANNA L. KLEIN
(17-1850-050)
Grades Offered: PK-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance 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.

Grade	2015-2016	2016-2017	2017-2018
Grade 3	41%	38%	44%
Grade 4	28%	45%	59%
Grade 5	39%	50%	44%
Grade 6	55%	62%	56%
Grade 7	42%	59%	63%
Grade 8	58%	44%	62%

ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

Report Key:

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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	606	99.5	35.5	35.5	45.0	35.5	37	Met Target†
White	33	100.0	45.4	45.4	54.1	45.4	38.9	Met Target
Hispanic	559	99.5	34.4	34.4	29.2	34.4	36.3	Met Target†
Black or African American	*	*	*	*	23.4	*	**	**
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	312	100.0	34.0	34.0	46.0	34.0		
Male	294	99.0	37.1	37.1	43.9	37.1		
Economically Disadvantaged Students	465	99.4	36.1	36.1	26.6	36.1	35.8	Met Target
Non-Economically Disadvantaged Students	141	100.0	33.3	33.3	55.9	33.3		
Students with Disabilities	67	97.1	11.9	11.9	17.1	11.9	13.5	Met Target†
Students without Disabilities	539	99.8	38.5	38.5	50.5	38.5		
English Learners	131	99.3	28.2	28.2	24.6	28.2	27.7	Met Target
Non-English Learners	475	99.6	37.5	37.5	46.9	37.5		
Homeless Students	N	N	N	N	17.3	N		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	22	100.0	27.2	27.2	23.7	27.2		

† Target was met within a confidence interval.

ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

NJ SCHOOL PERFORMANCE REPORT

Report Key:
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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	84	743	743	752	*	24%	30%	*	*	44%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	78	742	742	739	*	24%	29%	*	*	44%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	43	740	740	752	*	*	*	*	*	42%	53%
Male	41	746	746	751	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	66	744	744	736	*	*	*	*	*	47%	35%
Non-Economically Disadvantaged Students	18	739	739	762	*	*	*	*	*	33%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	18	741	741	726	*	*	*	*	*	39%	23%
Non-English Learners	66	744	744	754	*	*	*	*	*	45%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	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	*	*	*	737	*	*	*	*	*	*	46%

ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	741	741	748	*	26%	41%	*	*	32%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	97	740	740	737	*	*	45%	29%	0%	29%	34%
Black or African American	*	*	*	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	54	744	744	748	*	20%	43%	*	*	35%	50%
Male	55	739	739	748	*	31%	40%	*	*	29%	49%
Economically Disadvantaged Students	79	741	741	733	*	*	41%	*	*	30%	30%
Non-Economically Disadvantaged Students	30	744	744	758	*	*	43%	*	*	37%	62%
Students with Disabilities	11	716	716	725	*	*	*	*	*	*	22%
Students without Disabilities	98	744	744	753	*	*	*	*	*	*	55%
English Learners	20	735	735	722	*	*	*	*	*	20%	16%
Non-English Learners	89	743	743	750	*	*	*	*	*	35%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	49%
Migrant Students	*	*	*	731	*	*	*	*	*	*	32%

NJ SCHOOL PERFORMANCE REPORT

ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

Report Key:
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- **N** No Data is available to display
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Mathematics Assessment - Performance 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	104	742	742	748	*	17%	37%	*	*	41%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	94	740	740	736	*	18%	38%	*	*	38%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	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	52	739	739	749	*	*	35%	*	*	40%	50%
Male	52	744	744	747	*	*	38%	*	*	42%	48%
Economically Disadvantaged Students	77	744	744	733	*	*	*	*	*	40%	29%
Non-Economically Disadvantaged Students	27	735	735	758	*	*	*	*	*	44%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	13	713	713	718	*	*	*	*	*	*	13%
Non-English Learners	91	746	746	750	*	*	*	*	*	*	51%
Homeless Students	N	N	N	722	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%

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ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	747	747	744	*	21%	19%	*	*	54%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	98	747	747	731	*	21%	17%	*	*	54%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	51	749	749	745	*	22%	*	*	*	57%	45%
Male	51	744	744	742	*	20%	*	*	*	51%	42%
Economically Disadvantaged Students	74	749	749	729	*	*	*	*	*	57%	24%
Non-Economically Disadvantaged Students	28	740	740	753	*	*	*	*	*	46%	56%
Students with Disabilities	13	708	708	717	*	*	*	*	*	*	13%
Students without Disabilities	89	752	752	748	*	*	*	*	*	*	49%
English Learners	17	732	732	713	*	*	*	*	*	47%	11%
Non-English Learners	85	750	750	745	*	*	*	*	*	55%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

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ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	732	732	743	*	28%	41%	*	*	24%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	98	732	732	732	*	30%	39%	*	*	24%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	57	732	732	745	*	25%	53%	*	*	18%	45%
Male	51	732	732	741	*	31%	27%	*	*	31%	42%
Economically Disadvantaged Students	79	734	734	730	*	24%	43%	*	*	27%	24%
Non-Economically Disadvantaged Students	29	727	727	751	*	38%	34%	*	*	17%	55%
Students with Disabilities	11	717	717	717	*	*	*	*	*	18%	12%
Students without Disabilities	97	734	734	748	*	*	*	*	*	25%	50%
English Learners	13	712	712	716	*	*	*	*	*	*	10%
Non-English Learners	95	735	735	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	717	717	728	28%	30%	26%	17%	0%	17%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	N	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	57	720	720	731	25%	28%	*	*	*	16%	31%
Male	41	713	713	725	32%	32%	*	*	*	20%	26%
Economically Disadvantaged Students	79	718	718	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	19	713	713	735	*	*	*	*	*	*	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	17	702	702	705	*	*	*	*	*	*	10%
Non-English Learners	81	720	720	729	*	*	*	*	*	*	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	*	*	*	703	*	*	*	*	*	*	10%

NJ SCHOOL PERFORMANCE REPORT

ANNA L. KLEIN

(17-1850-050)

Grades Offered: PK-08

2017-2018

Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	746	*	*	*	*	*	*	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	N	N	N	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	749	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	*	*	*	720	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

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(17-1850-050)

Grades Offered: PK-08

2017-2018

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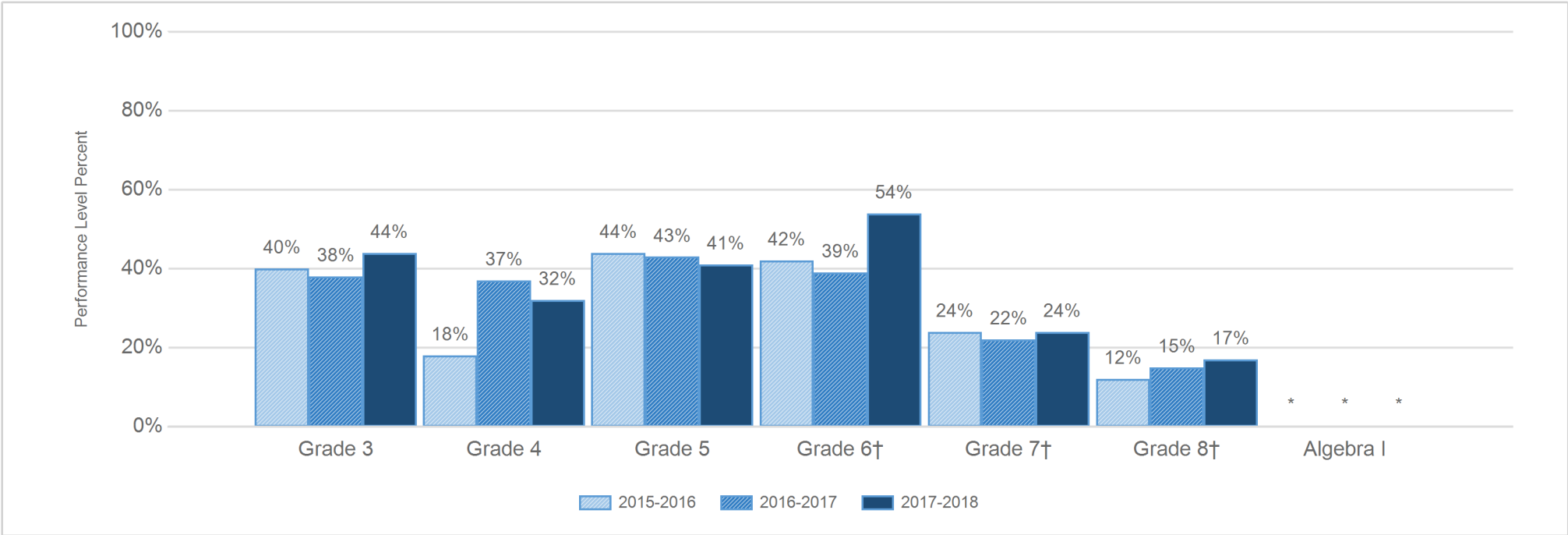
† Grade level results do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.

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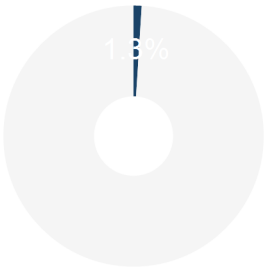(17-1850-050)
Grades Offered: PK-08
2017-2018

Report Key:
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	64.2%	46.8%	Exceeds

   † 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	108	*	*
3-4	52	69.2%	30.8%
5 or more	17	58.8%	41.2%

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	103
7	0	0	111
8	0	0	99
Total	0	0	313

World Languages - Course Participation

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

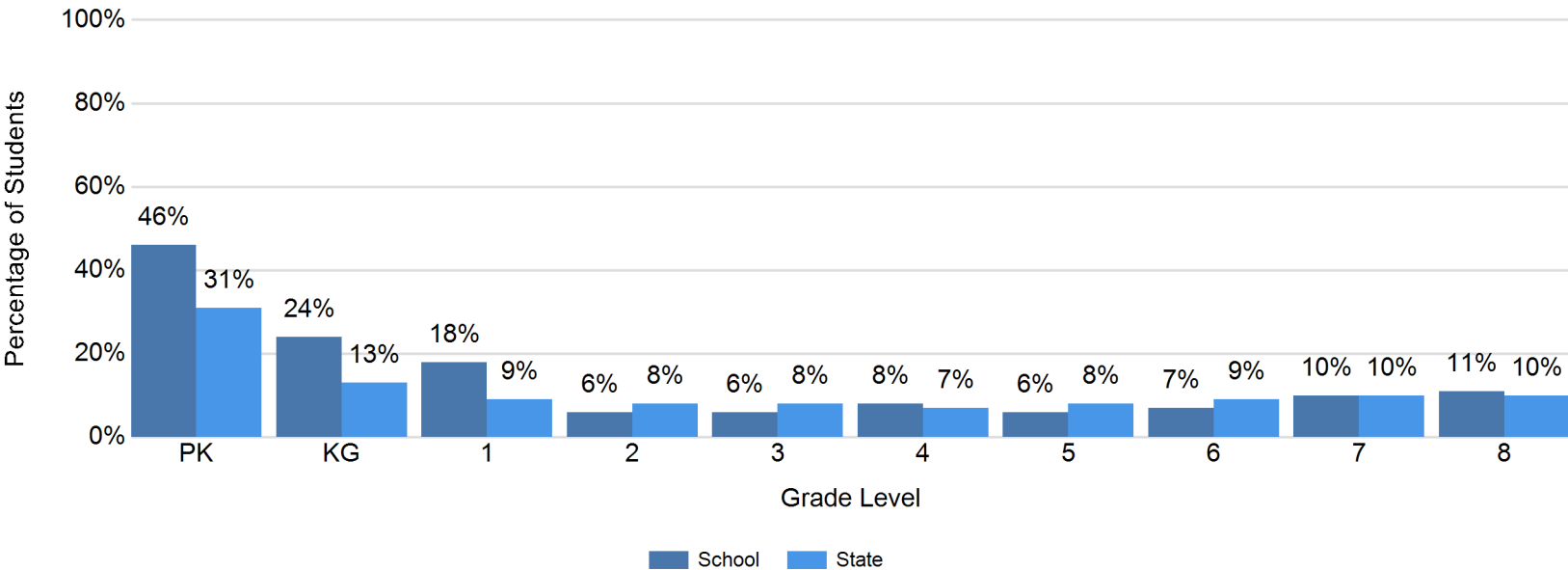| Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	101	0	0	0	0	0	0
7	110	0	0	0	0	0	0
8	105	0	0	0	0	0	0
Total	316	0	0	0	0	0	0

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2017-2018

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

1.3%

School

89.1%
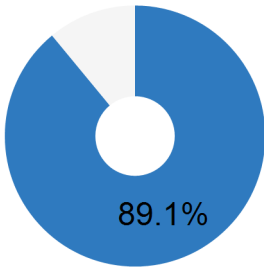
State

Students enrolled in one or more classes by discipline:

MUSIC
School 0.0%
State 64.1%

DANCE
School 0.0%
State 2.0%

DRAMA
School 0.0%
State 5.8%

VISUAL ARTS
School 1.3%
State 70.2%

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(17-1850-050)

Grades Offered: PK-08

2017-2018

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	101	10.8	9.1	Not Met
White	6	12.2	9.1	Not Met
Hispanic	93	10.8	9.1	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	1	10.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	78	11.1	9.1	Not Met
Students with Disabilities	21	21.9	9.1	Not Met
English Learners	14	7.8	9.1	Met

Days Absent

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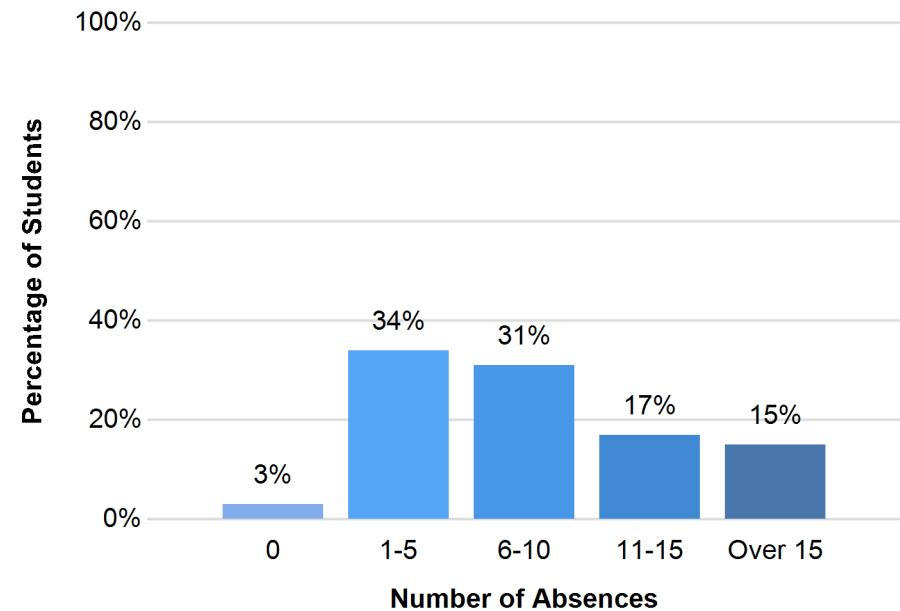
ANNA L. KLEIN

(17-1850-050)

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2017-2018

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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	12
Weapons	2
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	2.76

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	1	0	1
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	1	4	5
Disability	1	3	4
Other	4	6	10
No Identified Nature	2		2

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	*	*
Out-of-School Suspensions	21	2.1%
Any Suspension	22	2.2%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
111

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2017-2018

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 49 Mins
Shared Time - Instructional Time	6 Hrs. 49 Mins.

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	N

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)	$1,053	$10,720	$11,773

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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	N	117,464
Average years experience in public schools	N	12.0
Average years experience in district	N	10.7
Teachers in district for 4 or more years	N	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	N	9,374
Average years experience in public schools	N	16.0
Average years experience in district	N	12.0
Administrators in district for 4 or more years	N	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	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team		N

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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

Teacher   N

Admin   N/A

Master's Degree

Teacher   N

Admin   N

Doctoral Degree

Teacher   N

Admin   N

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	0.0%	90.2%
2016-17 Administrators: Same district 2017-18	0.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	100.0%

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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	N	N
Male	N	N
White	N	N
Hispanic	N	N
Black or African American	N	N
Asian	N	N
American Indian or Alaska Native	N	N
Native Hawaiian or Pacific Islander	N	N
Two or More Races	N	N

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	45.20	15.0%
Mathematics Proficiency	30.04	15.0%
English Language Arts Growth	84.66	20.0%
Mathematics Growth	56.85	20.0%
Progress Towards English Language Proficiency	73.40	20.0%
Chronic Absenteeism	25.00	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	56.77	n/a
Summative Rating: Percentile Rank of Summative Score	60.31	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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2017-2018

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Exceeds Target	Not Met	No
White	52.35	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	61.41	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	74.24	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	48.27	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	72.59	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Met	No

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

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School Narrative

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

Highlights:	• 1:1 chrome books in grades 2-8 • STEAM program with full lab in grades 5-8 and genius hour projects in grades 5-8, futrue ready • STEAM challenges in grades K-4
Mission, Vision, Theme:	We value education and foster independence, motivation and confidence in a safe environment that is nurturing and positive, with involvement from all community members. Vision: "Our students learn today so they can lead tomorrow"
Awards, Recognition, Accomplishments:	Certificate of Recognition for significantly increasing student achievement

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School Narrative

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Courses, Curriculum, Instruction:	Honors classes in grades 7-8, STEAM program, art, music, ELA, Math in Focus, NGSS aligned with curriculum, social studies to include NJ Holocaust Commission model curriclum for Holocaust and Amistad
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Boys & Girls), Track and Field - Spring (Boys & Girls) Basketball girls and boys, cheerleading, track and field
Clubs and Activities:	Art club, drama club, journalism club, Jr. National Honor Society, Chess Club, lit magazine, creative writing club, and Chorus,

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Before and After School Programs:	TESOL, AIM HIGH, Bi-Lingual parent and student nightly programs. They serve all grade level students. During lunch we have supplement support called On-Course and before school we offer support program called Write-On.
Staff and Professional Learning:	PLCs weekly

NJ SCHOOL PERFORMANCE REPORT

ANNA L. KLEIN
(17-1850-050)
Grades Offered: PK-08
2017-2018

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.

Student Health and Wellness:	Counseling, in house PT LCSW, after school support groups, breakfast program, PE and health programs, recess
Parent and Community Involvement:	PTO Parent education events in the evenings Powerschool parent portal for all access, facebook information updated along with website.

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

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Administrators, Teachers Survey was conducted 72 out of 95 staff members replied. Questions were asked such as: Do you feel supported by administration, supervisors, etc. What do you feel the overall climate has been like, are you happy in your job placement, etc.
School Safety:	Plan in place, 2 security guards, cameras, collaboration with local law enforcement.

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Technology and STEM:	STEAM lab
Early Childhood Education:	1/2 Pre-K is offered