NJ SCHOOL PERFORMANCE REPORT

SALVATORE R. CALABRO
(17-2210-063)
Grades Offered: KG-06
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	HUDSON
District	HOBOKEN CITY
Principal Name	DR. VESPIGNANI
Address	524 PARK AVENUE HOBOKEN, NJ 07030-3906
Phone Number	(201)356-3671
Email Address	JVESPIGNANI@HOBOKEN.K12.NJ.US
Website	https://www.hoboken.k12.nj.us
Facebook	https://www.facebook.com/hobokenpublicschools
Twitter	https://twitter.com/hobokenschools

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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
KG	20	18	18
1	20	20	20
2	18	18	19
3	13	17	17
4	19	12	16
5	15	18	12
6	13	14	19
Total	118	117	121

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.3%	53.0%	55.4%
Male	51.7%	47.0%	44.6%
Economically Disadvantaged Students	46.6%	42.7%	46.3%
Students with Disabilities	7.6%	3.4%	4.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	36.4%	43.6%	46.3%
Hispanic	46.6%	41.0%	40.5%
Black or African American	9.3%	6.0%	5.0%
Asian	5.1%	6.0%	4.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.5%	3.4%	4.1%

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
KG - Half Day	0	0	0
KG - Full Day	20	18	18

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	93.4%
Spanish	2.5%
Russian	1.7%
Other Languages	2.5%

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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	60.5	49	50	Exceeds Standard	77.5	37	50	Exceeds Standard
White	65.5	58.5	50	**	85.5	49	51	**
Hispanic	59	40.5	49	Met Standard	59	33.5	48	Met Standard
Black or African American	*	37	44	**	*	26	44	**
Asian, Native Hawaiian, or Pacific Islander	*	87.5	61	**	*	49	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	52	41	48	Met Standard	62.5	32	47	Exceeds Standard
Students with Disabilities	*	33	41	**	*	27.5	43	**
English Learners	N	*	54	**	N	*	51	**

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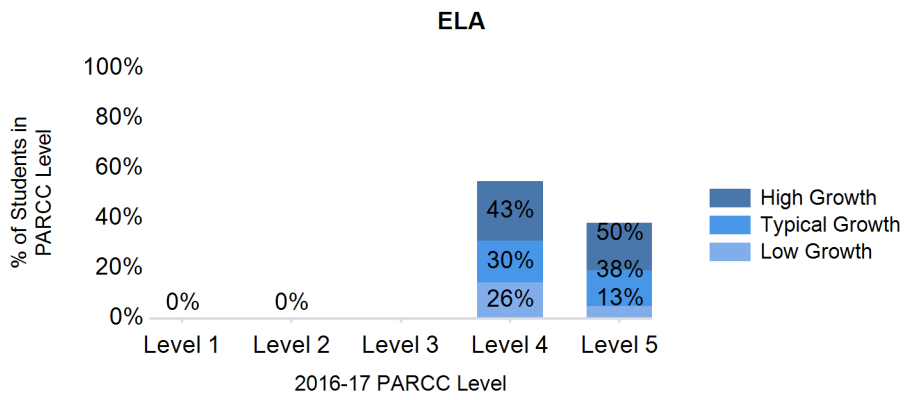
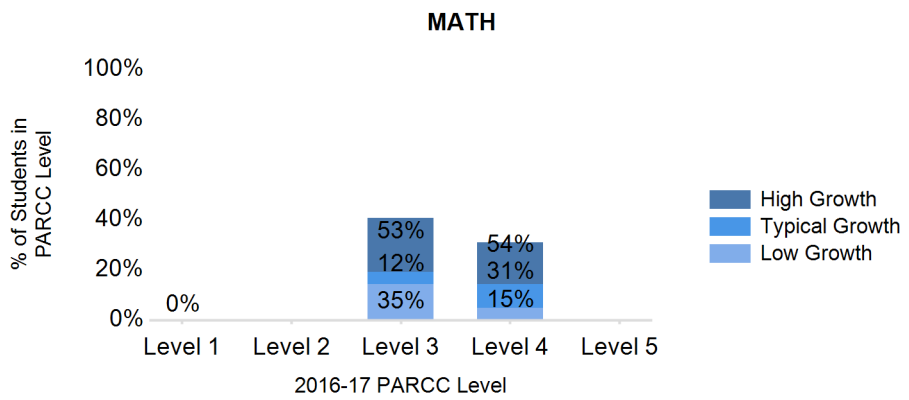
Student Growth by Performance Level

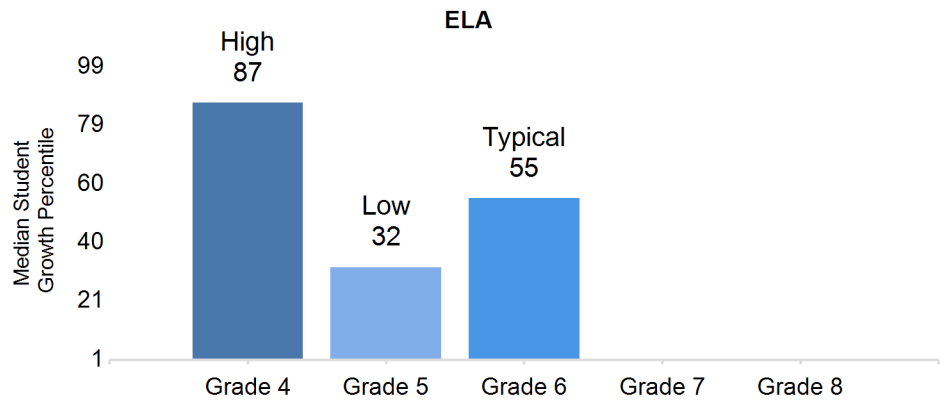
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

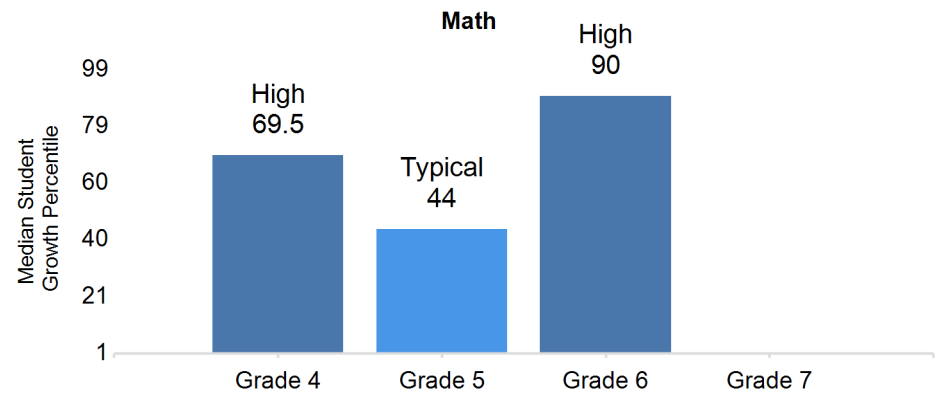




Student Growth by Grade

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	57	90.5	93.0	55.2	56.7	88.4	52.2	Met Goal
White	17	89.5	94.1	*	65.6	88.3	**	**
Hispanic	32	91.4	90.6	50.2	42.5	87.1	49.5	Met Goal
Black or African American	*	*	*	31.7	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.8	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	30	85.7	96.6	66.2	64.5	87.0		
Male	27	96.4	88.9	45.9	49.4	88.9		
Economically Disadvantaged Students	32	88.9	90.7	45.6	38.5	*	42.5	Met Goal
Non-Economically Disadvantaged Students	25	92.6	96.0	66.8	67.5	*		
Students with Disabilities	*	*	*	13.1	21.6	*	**	**
Students without Disabilities	*	*	*	63.5	63.9	*		
English Learners	N	N	N	18.2	27.3	N	**	**
Non-English Learners	57	90.5	93.0	55.6	59.4	88.4		
Homeless Students	N	N	N	54.5	27.7	N		
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	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	804	758	750	0%	0%	0%	*	*	100%	52%
White	*	*	774	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	736	*	*	*	*	*	*	38%
Black or African American	N	N	*	733	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	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	*	*	*	758	*	*	*	*	*	*	58%
Female	*	*	*	756	*	*	*	*	*	*	57%
Male	*	*	*	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	742	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	772	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	714	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	768	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	13	804	*	753	0%	0%	0%	*	*	100%	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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	15	820	773	756	0%	0%	0%	*	*	100%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	757	744	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	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	*	*	791	762	*	*	*	*	*	*	63%
Male	*	*	761	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	757	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	784	767	*	*	*	*	*	*	70%
Students with Disabilities	N	N	*	726	N	N	N	N	N	N	25%
Students without Disabilities	15	820	*	762	0%	0%	0%	*	*	100%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	15	820	773	759	0%	0%	0%	*	*	100%	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	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	11	764	756	755	0%	*	*	*	*	73%	58%
White	*	*	777	763	*	*	*	*	*	*	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	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	*	*	*	762	*	*	*	*	*	*	66%
Male	*	*	*	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	*	*	743	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	772	766	*	*	*	*	*	*	71%
Students with Disabilities	N	N	*	724	N	N	N	N	N	N	22%
Students without Disabilities	11	764	*	762	0%	*	*	*	*	73%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	11	764	*	757	0%	*	*	*	*	73%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	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	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	18	785	760	754	0%	0%	*	*	*	94%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	757	742	*	*	*	*	*	*	42%
Black or African American	*	*	746	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	*	*	*	761	*	*	*	*	*	*	64%
Female	*	*	767	761	*	*	*	*	*	*	64%
Male	*	*	748	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	756	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	766	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	N	712	N	N	N	N	N	N	*
Non-English Learners	18	785	760	755	0%	0%	*	*	*	94%	*
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	N	N	N	732	N	N	N	N	N	N	36%

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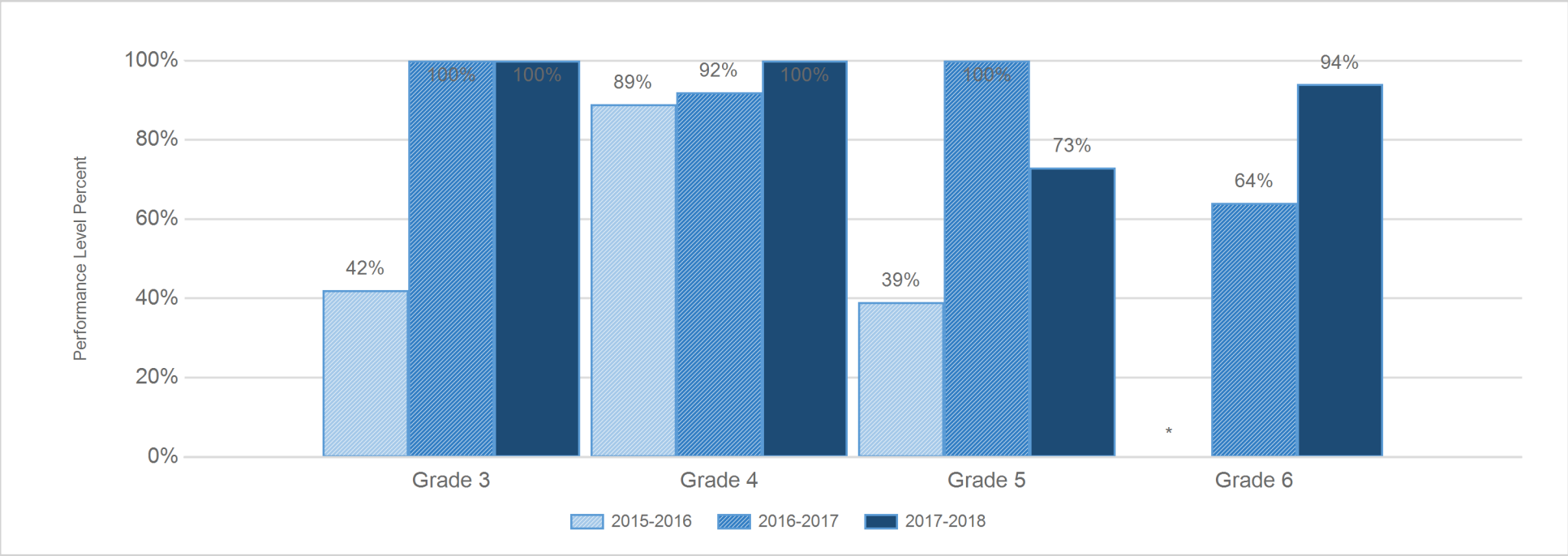
English Language Arts/Literacy Assessment - Performance Trends

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	57	90.5	70.2	31.6	45.0	66.8	28.5	Met Target
White	17	89.5	82.3	*	54.1	77.4	**	**
Hispanic	32	91.4	62.5	*	29.2	60.1	28.7	Met Target
Black or African American	*	*	*	13.5	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.6	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	30	85.7	70.0	*	46.0	63.0		
Male	27	96.4	70.4	*	43.9	70.4		
Economically Disadvantaged Students	32	88.9	59.4	*	26.6	*	22.3	Met Target
Non-Economically Disadvantaged Students	25	92.6	84.0	*	55.9	*		
Students with Disabilities	*	*	*	*	17.1	*	**	**
Students without Disabilities	*	*	*	*	50.5	*		
English Learners	N	N	N	18.8	24.6	N	**	**
Non-English Learners	57	90.5	70.2	31.8	46.9	66.6		
Homeless Students	N	N	N	13.3	17.3	N		
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	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

SALVATORE R. CALABRO
(17-2210-063)
Grades Offered: KG-06
2017-2018

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	13	771	750	752	0%	*	0%	*	*	92%	53%
White	*	*	769	760	*	*	*	*	*	*	64%
Hispanic	*	*	*	739	*	*	*	*	*	*	38%
Black or African American	N	N	*	734	N	N	N	N	N	N	32%
Asian, Native Hawaiian, or Pacific Islander	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	*	*	*	757	*	*	*	*	*	*	59%
Female	*	*	*	752	*	*	*	*	*	*	53%
Male	*	*	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	732	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	766	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	720	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	757	756	*	*	*	*	*	*	57%
English Learners	N	N	*	726	N	N	N	N	N	N	23%
Non-English Learners	13	771	*	754	0%	*	0%	*	*	92%	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	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%

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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	15	776	750	748	0%	0%	*	*	*	80%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	736	737	*	*	*	*	*	*	34%
Black or African American	N	N	*	730	N	N	N	N	N	N	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	*	*	762	748	*	*	*	*	*	*	50%
Male	*	*	742	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	732	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	762	758	*	*	*	*	*	*	62%
Students with Disabilities	N	N	*	725	N	N	N	N	N	N	22%
Students without Disabilities	15	776	*	753	0%	0%	*	*	*	80%	55%
English Learners	N	N	N	722	N	N	N	N	N	N	16%
Non-English Learners	15	776	750	750	0%	0%	*	*	*	80%	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	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%

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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	11	737	735	748	0%	*	*	*	*	45%	49%
White	*	*	750	756	*	*	*	*	*	*	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	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	*	*	*	749	*	*	*	*	*	*	50%
Male	*	*	*	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	731	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	743	758	*	*	*	*	*	*	62%
Students with Disabilities	N	N	*	726	N	N	N	N	N	N	20%
Students without Disabilities	11	737	*	752	0%	*	*	*	*	45%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	11	737	*	750	0%	*	*	*	*	45%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	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	N	728	N	N	N	N	N	N	29%

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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	18	761	739	744	0%	*	*	*	*	61%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	734	731	*	*	*	*	*	*	27%
Black or African American	*	*	722	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	*	*	*	749	*	*	*	*	*	*	52%
Female	*	*	742	745	*	*	*	*	*	*	45%
Male	*	*	734	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	732	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	750	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	18	761	*	745	0%	*	*	*	*	61%	45%
Homeless Students	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	N	N	N	717	N	N	N	N	N	N	18%

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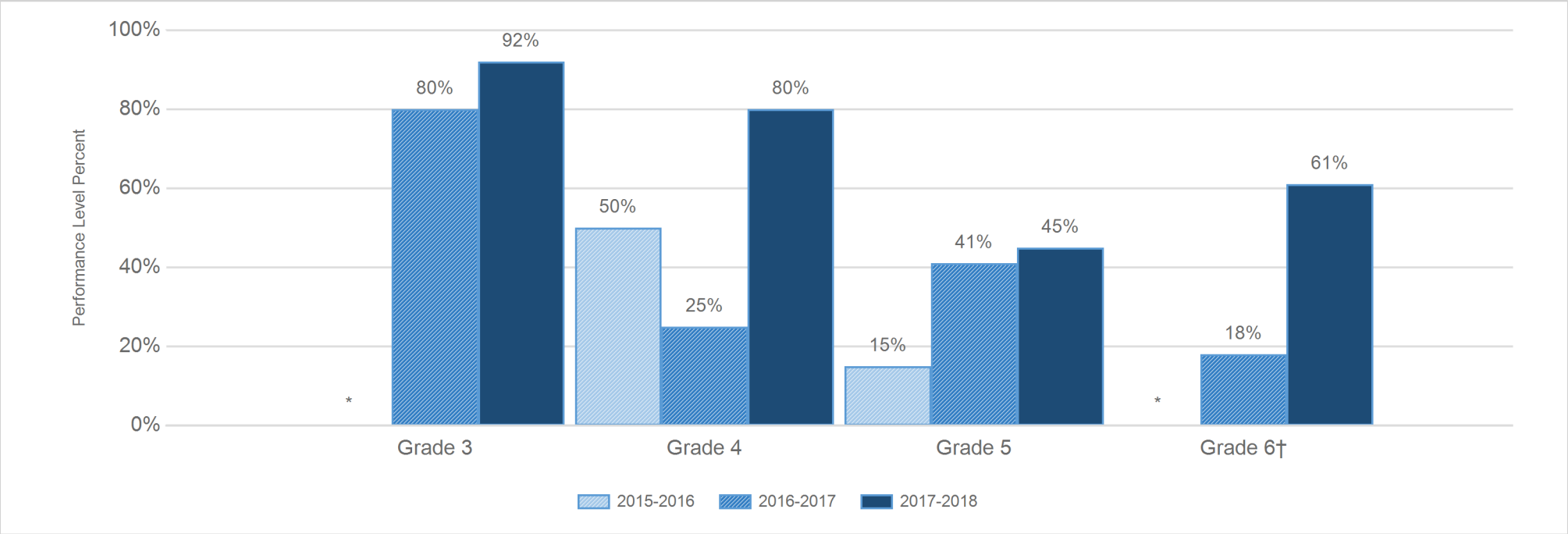
Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	N	N
6	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	N	N	N

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N

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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.

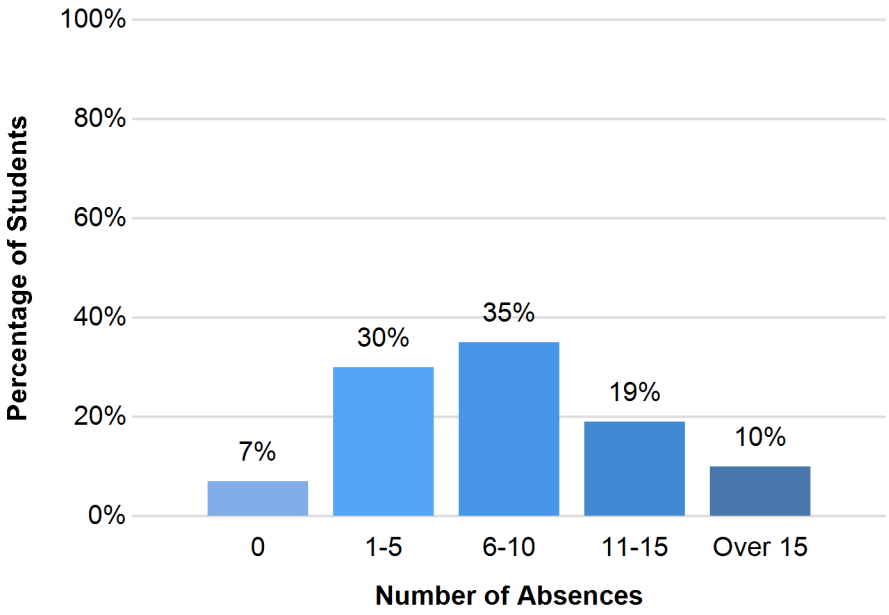
Chronic Absenteeism

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	7	5.8	8.9	Met
White	4	7.1	8.9	Met
Hispanic	3	6.1	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	4	7.1	8.9	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N

Days Absent

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



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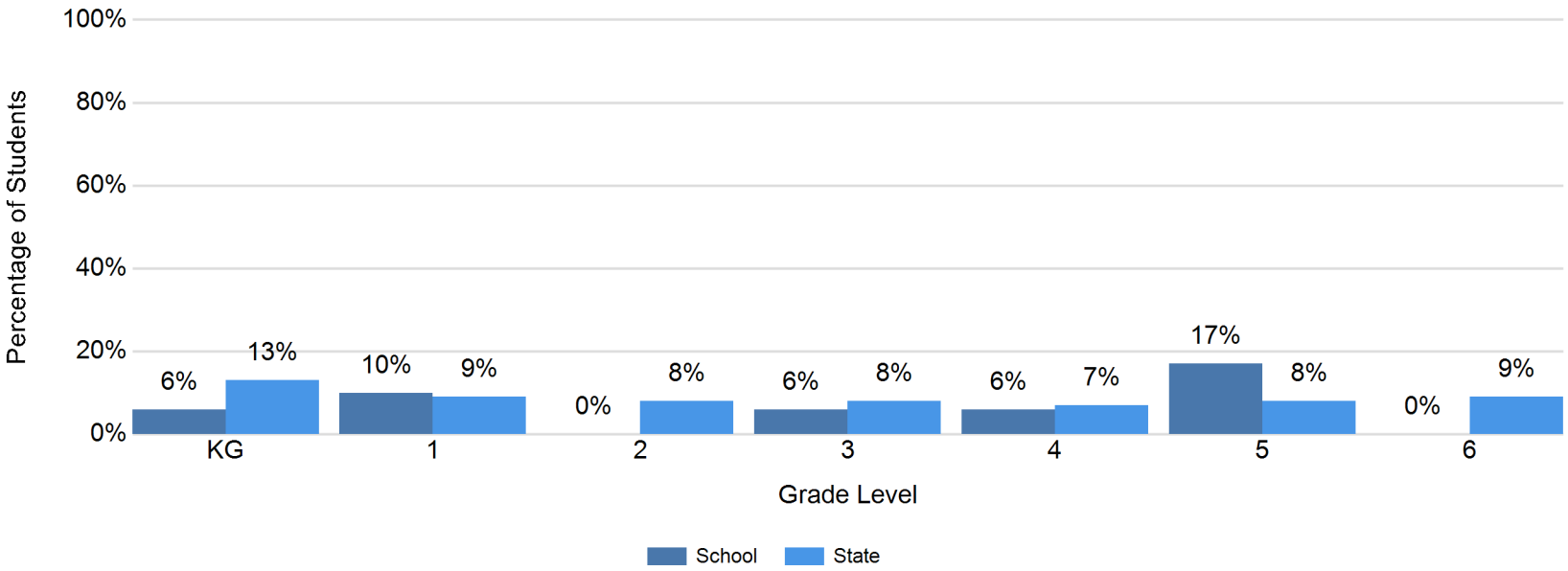
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

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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	0	0.0%
Any Suspension	0	0.0%
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
0

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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	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 25 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	1:1

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)	$1,149	$24,032	$25,181

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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	14	117,464
Average years experience in public schools	7.3	12.0
Average years experience in district	6.7	10.7
Teachers in district for 4 or more years	71.4%	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	20	9,374
Average years experience in public schools	13.4	16.0
Average years experience in district	10.7	12.0
Administrators in district for 4 or more years	75.0%	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	13:1
Students to Administrators	121:1	134:1
Teachers to Administrators	14:1	10:1
Students to Librarians/Media Specialists		2679:1
Students to Nurses		447:1
Students to Counselors		383:1
Students to Child Study Team		179:1

NJ SCHOOL PERFORMANCE REPORT

SALVATORE R. CALABRO
(17-2210-063)
Grades Offered: KG-06
2017-2018

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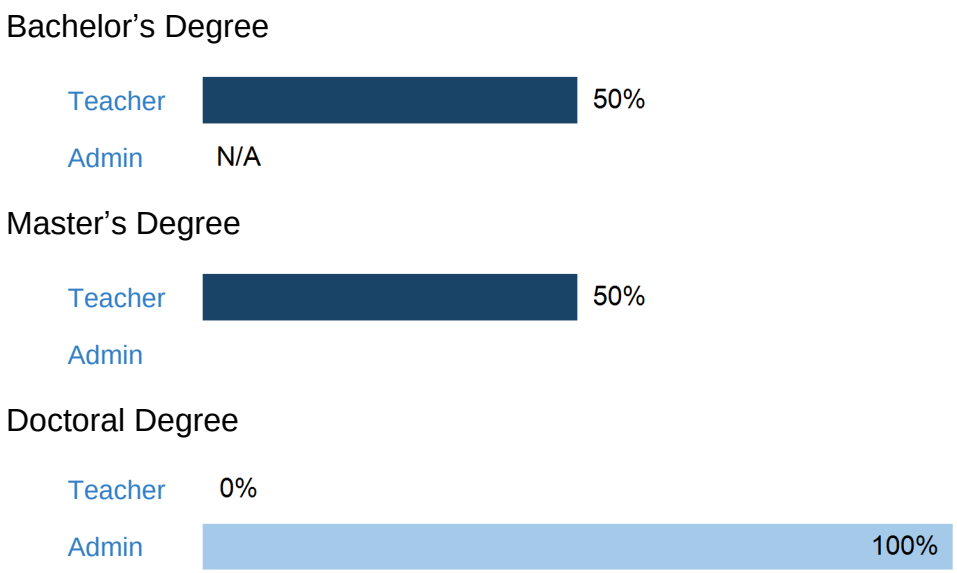
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	85.1%	90.2%
2016-17 Administrators: Same district 2017-18	88.2%	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	97.4%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	85.7%	0.0%
Male	14.3%	100.0%
White	71.4%	100.0%
Hispanic	7.1%	0.0%
Black or African American	0.0%	0.0%
Asian	21.4%	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%

NJ SCHOOL PERFORMANCE REPORT

SALVATORE R. CALABRO
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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		

NJ SCHOOL PERFORMANCE REPORT

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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	99.76	17.5%
Mathematics Proficiency	90.64	17.5%
English Language Arts Growth	79.32	25.0%
Mathematics Growth	96.80	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	65.35	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	87.15	n/a
Summative Rating: Percentile Rank of Summative Score	96.39	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

NJ SCHOOL PERFORMANCE REPORT

SALVATORE R. CALABRO
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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 Goal	Met Target	Exceeds Standard	Exceeds Standard	N	Met	No
White	**	**	No	**	**	**	**	n/a	Met	No
Hispanic	86.70	14.08	No	Met Goal	Met Target	Met Standard	Met Standard	n/a	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	87.00	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	**	No
English Learners	**	**	No	**	**	**	**	**	**	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:	• Calabro Elementary School offers a Musical Theater Artist in Residence Program. Students may participate in Chorus and orchestra. Calabro also delivers Project Lead the Way's STEM Curriculum. • Calabro Elementary School offers Spanish and Mandarin Chinese. Calabro runs a comprehensive Gifted & Talented Program which now includes the Johns Hopkins CTY Program. • Calabro Elementary School runs a Before Care Program and the Passport to Learning After School Program with a full range of Enrichment Course Offerings, academic support, free play and dinner.
Mission, Vision, Theme:	The Calabro School welcomes all learners from our vibrant and diverse community. We believe that every student will grow as a result of rigorous instruction, relevant learning experiences, & positive relationships. Our priority is to empower all children with skills and to build competencies needed for the 21st Century. We will ensure that our learning community celebrates the differences each child and adult possesses in order to build the foundation for global citizenship.
Awards, Recognition, Accomplishments:	Calabro Elementary School earned the Sustainable Jersey Bronze Certification School. It is also recognized year after year by the Leukemia and Lymphoma Society for its Fundraising efforts. Calabro is home to Hudson County's Teacher of the Year and is a Fairleigh Dickinson Professional Development School. Calabro Elementary School has also just applied for the Project Lead the Way National STEM School of Distinction Honor.

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Courses, Curriculum, Instruction:	The Calabro School offers a comprehensive curricula including mathematics, language arts literacy, science and social studies on a daily basis. Infused each day is the nationally recognized Project Lead the Way STEM curriculum, as well as a data-driven skills-oriented Challenge & Support period. In addition, our scholars take Spanish or Chinese, music, art, technology and physical education. Calabro has high quality special education, ESL and RTI services, as well as a vibrant G & T Program.
Sports and Athletics:	An array of sports and games are offered to students in grades K-6 during the Passport to Learning After School Program at Calabro Elementary School.
Clubs and Activities:	The Calabro School offers a number of after school activities through the Passport to Learning After School Program. In addition to chorus, band, students at Calabro School participate in a number of semester based courses during the day which are directly linked to programs and contests including spelling bees, Junior Model UN, Mini Mock Trial, STEAM Tank Challenge, Future City Planners, and Destination Imagination to name just a few. After school, the Passport to Learning Program offers many enrichment and club opportunities. All students are eligible to participate in the district's musical show each year.

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Before and After School Programs:	The Calabro School offers a fully staffed before school breakfast program, as well as the district's popular Passport to Learning After School Program. Children attending Passport to Learning may stay from dismissal until 6:00 p.m. The program consists of homework help & academic support, structured and free play, and an innovative self-selected enrichment program. Enrichment includes courses such as robotics, coding, engineering, fashion design, yoga, guitar, dance, zoology, MathCircles, & literary magazine to name just a few.
Staff and Professional Learning:	Teachers participate in PLC's to study research-based instructional strategies and best practices during common planning periods, after school, and on designated professional development days. On and off site training is also made available to support our social and emotional learning initiatives, STEM education, our focus on diversity and inclusion, and our efforts to ensure continuous student engagement in the learning process.

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Student Supports and Services:	There are a number of student support services that Calabro School is extremely proud to share. Students at Calabro are afforded services provided by a Principal, school nurse, and guidance counselor. There is also a comprehensive child study team that services the school, a special education teacher, a dedicated STEM teacher, a G&T teacher, response to intervention math and literacy specialists, and an ESL teacher when needed. Academic support is also afforded during the challenge and support period and after school.
Student Health and Wellness:	Students at the Calabro School take physical education classes each week and participate in recess on a daily basis. Since health and wellness are paramount at Calabro, teachers are encouraged to infuse movement into learning. Musical theatre classes are also offered through an artist in residence model. Staff members are trained annually in an array of topics to support healthy living and wellness. The Calabro School also offers a supervised breakfast program each day.
Parent and Community Involvement:	The Calabro School appreciates its dynamic Parent and Teacher Organization (PTO). This school-wide team of parents and guardians assist with classroom projects, participate in school functions, fund trips and assemblies, and serve as key communicators. Family participation at school events, meetings, and workshops is extremely high. Parents at Calabro also get a glimpse into the learning environment through our Class Dojo application and school newsletters.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey offered at Calabro Elementary School is administered annually and focuses on topics that best support social and emotional learning, the climate and culture of the school environment, and interactions between and among all stakeholders. The survey targets various stakeholder groups each year.
Facilities:	The Calabro School boasts a multi-purpose room, along with a research and technology center, a computer lab, and dedicated classrooms for art, music, and Chinese. All classrooms are air conditioned. A beautiful park is steps away and is used for outdoor recess and physical education.
School Safety:	The Hoboken Public School District has a School Safety Specialist, Head of Security, a Department of Security Officers, and works closely with four Hoboken Police Department School Resource Officers that work with each of our schools. The district fulfills all required safety drills, but additionally practices scenarios with the help of local agencies. A comprehensive emergency management and crisis plan helps guide all protocols and processes associated with school safety, and clearly outlines roles and responsibilities. Lastly, the Hoboken Public School District has trained HIB School Specialists and a District HIB Coordinator.

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Technology and STEM:	Calabro Elementary School is dedicated to STEM education and learning. Calabro Elementary School fully implements Project Lead the Way's National STEM curriculum which exposes students to units of study in the areas of computer science, biomedical science, and engineering, along with a comprehensive mathematics curriculum, and science program that is driven by the Next Generation Science Standards. In addition to after school STEM opportunities, Calabro boasts two periods of enrichment per week during the challenge and support period which includes semester based courses that promote creativity and innovative learning. Chromebooks and tablets, as well as a number of digital and online tools and apps are used to enhance learning, particularly in the areas of coding and engineering.
Early Childhood Education:	The Hoboken Public School District operates 59 PK 3 and PK 4 classes at multiple locations. Our full day PK Program is continuously growing in order to meet the demand of the city's growing population. All PK classes are operated by two external providers, but overseen by the Hoboken Public School District's Early Childhood Learning Department.

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Other Information:	Calabro's school day is from 8:15 a.m. to 3:00 p.m. daily. The Calabro School operates a school safety team, a professional development committee, and a school climate & culture team. Anti-bullying activities are woven into the fabric of learning and students are celebrated monthly at morning meeting assemblies. Book fairs, cultural arts assemblies, and family activities make the Calabro School a wonderful learning community. Calabro is the smallest school in the Hoboken Public School District and we are extremely proud of our tremendous school spirit and family atmosphere.