



KIPP: COOPER NORCROSS, A NEW JERSEY NONPROFIT CORPORATION
 (07-1799-111)
 Grades Offered: KG-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
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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 at 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	CAMDEN
District	KIPP: COOPER NORCROSS, A NEW JERSEY NONPROFIT CORPORATION
Principal Name	MS. BELCHER
Address	525 CLINTON STREET CAMDEN, NJ 08103
Phone Number	(973)622-0905
Email Address	JBELCHER@KIPPNJ.ORG
Website	http://www.kippnj.org
Facebook	https://www.facebook.com/KIPPNJ/
Twitter	https://twitter.com/KIPPNJ



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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	110	116	115
1	129	108	117
2	0	134	112
3	0	34	133
4	0	61	51
5	60	188	224
6	63	76	217
7	63	68	85
8	60	65	67
Total	485	850	1,121

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	48.2%	46.6%	48.3%
Male	51.8%	53.4%	51.7%
Economically Disadvantaged Students	94.4%	97.3%	97.5%
Students with Disabilities	14.8%	16.4%	18.1%
English Learners	4.1%	7.6%	8.1%
Homeless Students		3.9%	3.6%
Students in Foster Care		0.8%	1.3%
Military-Connected Students		0.0%	0.6%
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	0.8%	1.4%	0.6%
Hispanic	36.9%	32.8%	35.1%
Black or African American	62.1%	57.5%	57.3%
Asian	0.2%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.4%	0.5%
American Indian or Alaska Native	0.0%	1.9%	1.3%
Two or More Races	0.0%	5.9%	5.1%

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	110	116	115

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	93.5%
Spanish	6.5%


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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	64	64	50	Exceeds Standard	58.5	58.5	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	63	63	49	Exceeds Standard	62	62	48	Exceeds Standard
Black or African American	64	64	44	Exceeds Standard	57	57	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	53	53	49	**	57	57	51	**
Economically Disadvantaged	64	64	48	Exceeds Standard	59	59	47	Met Standard
Students with Disabilities	50.5	50.5	41	Met Standard	43	43	43	Met Standard
English Learners	56	56	54	Met Standard	58	58	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

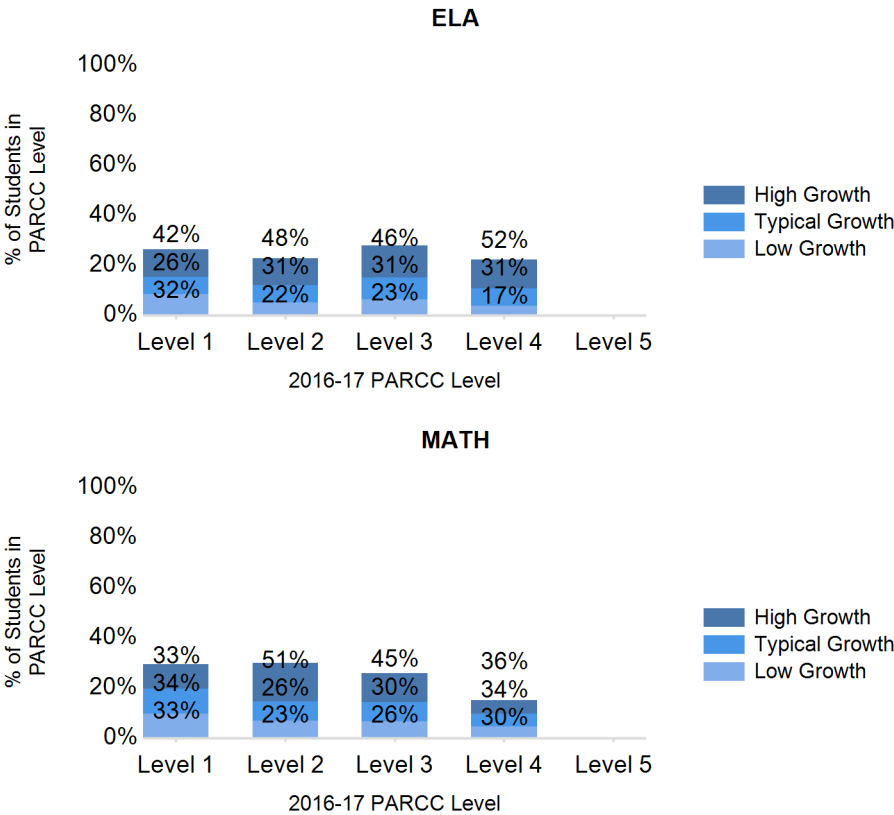
Typical Growth: Between 35 and 65

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.

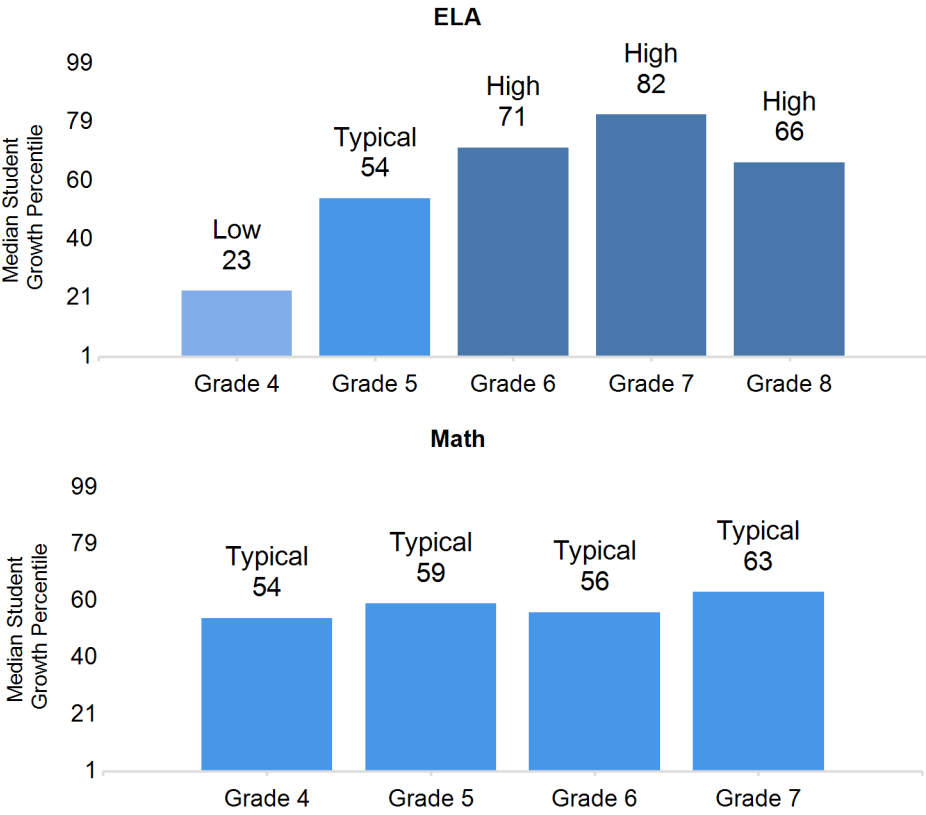
Student Growth by Performance Level

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.



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	745	99.6	32.8	32.8	56.7	32.8	39.5	Not Met
White	*	*	*	*	65.6	*	**	**
Hispanic	281	99.0	29.1	29.1	42.5	29.1	38.3	Not Met
Black or African American	415	100.0	33.5	33.5	37.3	33.5	40.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	34	100.0	47.1	47.1	63.4	47.1	N	N
Female	372	99.5	35.2	35.2	64.5	35.2		
Male	373	99.7	30.3	30.3	49.4	30.3		
Economically Disadvantaged Students	720	99.6	32.1	32.1	38.5	32.1	40.5	Not Met
Non-Economically Disadvantaged Students	25	100.0	52.0	52.0	67.5	52.0		
Students with Disabilities	138	100.0	*	*	21.6	*	11.5	Not Met
Students without Disabilities	607	99.5	*	*	63.9	*		
English Learners	77	96.3	15.6	15.6	27.3	15.6	23	Not Met
Non-English Learners	668	100.0	34.7	34.7	59.4	34.7		
Homeless Students	27	100.0	22.2	22.2	27.7	22.2		
Students In Foster Care	12	100.0	*	*	26.3	*		
Military-Connected Students	*	*	*	*	57.4	*		
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	133	727	727	750	28%	19%	23%	*	*	30%	52%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	55	725	725	736	22%	25%	29%	24%	0%	24%	38%
Black or African American	63	726	726	733	35%	*	21%	*	*	32%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	69	729	729	756	22%	*	*	*	*	26%	57%
Male	64	725	725	744	34%	*	*	*	*	34%	46%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	64%
Students with Disabilities	15	672	672	719	*	*	*	*	*	*	24%
Students without Disabilities	118	734	734	756	*	*	*	*	*	*	57%
English Learners	12	707	707	712	*	*	*	*	*	17%	15%
Non-English Learners	121	729	729	753	*	*	*	*	*	31%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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	49	711	711	756	41%	24%	20%	*	*	14%	58%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	29	708	708	744	45%	*	*	*	*	10%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	24	717	717	762	*	*	*	*	*	*	63%
Male	25	705	705	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	13	688	688	726	*	*	*	*	*	*	25%
Students without Disabilities	36	719	719	762	*	*	*	*	*	*	64%
English Learners	13	700	700	720	*	*	*	*	*	*	17%
Non-English Learners	36	715	715	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	219	722	722	755	26%	26%	25%	*	*	23%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	84	717	717	743	32%	24%	25%	19%	0%	19%	43%
Black or African American	123	726	726	738	22%	27%	26%	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	121	728	728	762	20%	26%	25%	*	*	29%	66%
Male	98	715	715	749	34%	27%	24%	*	*	15%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	46	692	692	724	*	*	*	*	*	*	22%
Students without Disabilities	173	730	730	762	*	*	*	*	*	*	65%
English Learners	29	709	709	712	45%	*	*	*	*	17%	11%
Non-English Learners	190	724	724	757	23%	*	*	*	*	24%	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	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	211	735	735	754	11%	27%	31%	*	*	30%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	56	731	731	742	18%	25%	30%	*	*	27%	42%
Black or African American	147	736	736	737	9%	27%	33%	*	*	31%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	100	741	741	761	*	23%	37%	*	*	35%	64%
Male	111	728	728	748	*	31%	26%	*	*	26%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	37	706	706	723	*	*	*	*	*	*	18%
Students without Disabilities	174	741	741	760	*	*	*	*	*	*	63%
English Learners	19	717	717	712	*	*	*	*	*	16%	*
Non-English Learners	192	736	736	755	*	*	*	*	*	32%	*
Homeless Students	11	739	739	729	*	*	*	*	*	27%	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%


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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	754	754	760	*	*	22%	43%	16%	59%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	36	754	754	746	*	*	*	*	*	64%	49%
Black or African American	41	750	750	740	*	*	27%	*	*	51%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	37	755	755	769	*	*	*	*	*	51%	72%
Male	49	754	754	752	*	*	*	*	*	65%	54%
Economically Disadvantaged Students	*	*	*	742	*	*	*	*	*	*	44%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	18	713	713	721	*	*	*	*	*	*	22%
Students without Disabilities	68	765	765	768	*	*	*	*	*	*	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%


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** Accountability calculations require 20 or more students

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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	64	753	753	759	*	*	23%	*	*	59%	60%
White	N	N	N	767	N	N	N	N	N	N	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	34	758	758	739	*	*	*	*	*	65%	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	*	*	*	766	*	*	*	*	*	*	66%
Female	32	756	756	768	*	*	*	*	*	66%	69%
Male	32	749	749	751	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	*	769	*	*	*	*	*	*	71%
Students with Disabilities	11	710	710	719	*	*	*	*	*	*	19%
Students without Disabilities	53	762	762	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

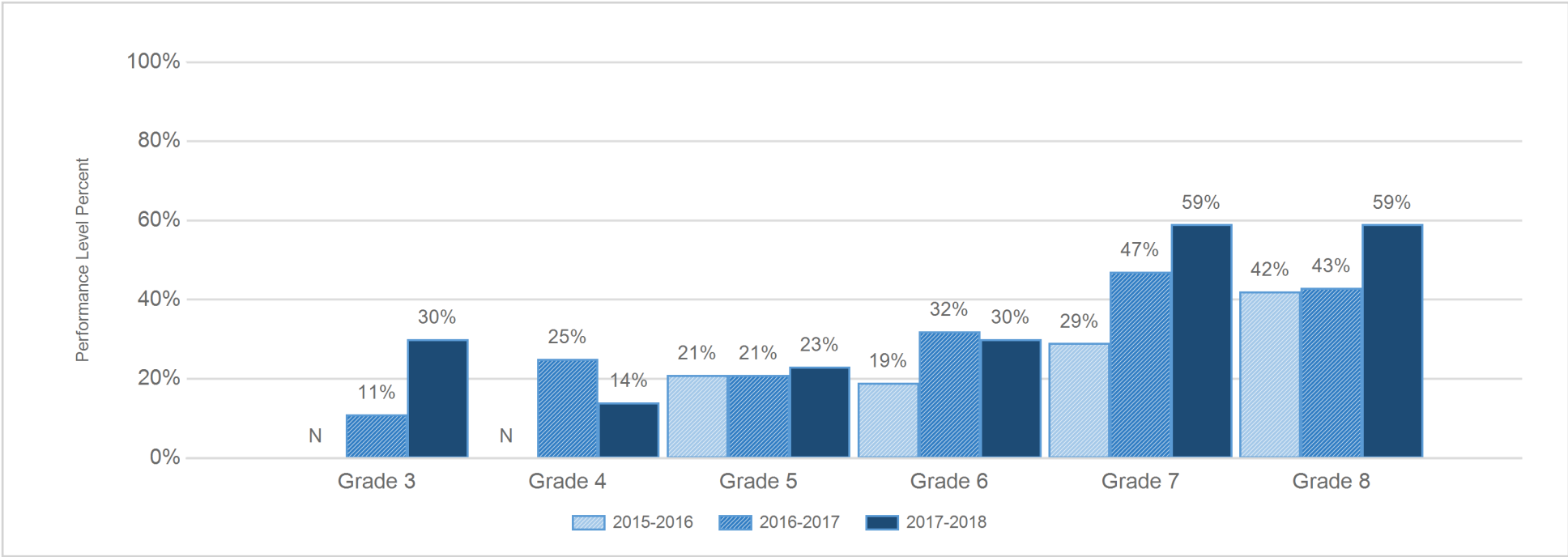


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† This indicates a table specific note,see note below table

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.





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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	745	99.6	25.1	25.1	45.0	25.1	23.9	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	283	99.7	23.6	23.6	29.2	23.6	26.9	Met Target†
Black or African American	413	99.5	24.5	24.5	23.4	24.5	21.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	34	100.0	44.1	44.1	53.0	44.1	N	N
Female	372	99.5	25.0	25.0	46.0	25.0		
Male	373	99.7	25.2	25.2	43.9	25.2		
Economically Disadvantaged Students	720	99.6	24.8	24.8	26.6	24.8	23.9	Met Target
Non-Economically Disadvantaged Students	25	100.0	32.0	32.0	55.9	32.0		
Students with Disabilities	137	99.3	*	*	17.1	*	6.5	Not Met
Students without Disabilities	608	99.7	*	*	50.5	*		
English Learners	80	100.0	13.8	13.8	24.6	13.8	23	Not Met
Non-English Learners	665	99.6	26.5	26.5	46.9	26.5		
Homeless Students	27	100.0	14.8	14.8	17.3	14.8		
Students In Foster Care	12	100.0	*	*	16.2	*		
Military-Connected Students	*	*	*	*	45.8	*		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.


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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	133	749	749	752	11%	12%	28%	37%	13%	50%	53%
White	*	*	*	760	*	*	*	*	*	*	64%
Hispanic	55	750	750	739	*	*	31%	*	*	47%	38%
Black or African American	63	746	746	734	*	*	29%	*	*	48%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	69	748	748	752	*	*	29%	*	*	51%	53%
Male	64	749	749	751	*	*	27%	*	*	48%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	66%
Students with Disabilities	15	710	710	730	*	*	*	*	*	*	29%
Students without Disabilities	118	754	754	756	*	*	*	*	*	*	57%
English Learners	12	749	749	726	*	*	*	*	*	50%	23%
Non-English Learners	121	749	749	754	*	*	*	*	*	50%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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	48	717	717	748	31%	35%	21%	*	*	13%	49%
White	N	N	N	755	N	N	N	N	N	N	60%
Hispanic	28	716	716	737	*	39%	*	*	*	14%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	24	721	721	748	*	*	*	*	*	*	50%
Male	24	713	713	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	12	696	696	725	*	*	*	*	*	*	22%
Students without Disabilities	36	724	724	753	*	*	*	*	*	*	55%
English Learners	13	705	705	722	*	*	*	*	*	*	16%
Non-English Learners	35	721	721	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	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	220	721	721	748	24%	30%	30%	17%	0%	17%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	87	718	718	736	31%	26%	26%	16%	0%	16%	32%
Black or African American	121	724	724	730	18%	32%	31%	18%	0%	18%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	120	724	724	749	19%	30%	34%	17%	0%	17%	50%
Male	100	718	718	747	29%	29%	24%	18%	0%	18%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	46	697	697	726	*	*	*	*	*	*	20%
Students without Disabilities	174	728	728	752	*	*	*	*	*	*	55%
English Learners	32	714	714	718	*	*	*	*	*	*	13%
Non-English Learners	188	723	723	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	20%
Military-Connected Students	*	*	*	749	*	*	*	*	*	*	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	213	721	721	744	22%	32%	31%	*	*	15%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	58	718	718	731	26%	36%	22%	*	*	16%	27%
Black or African American	147	723	723	726	19%	31%	36%	14%	0%	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	101	722	722	745	18%	37%	32%	*	*	14%	45%
Male	112	721	721	742	25%	29%	31%	*	*	15%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	37	693	693	717	*	*	*	*	*	*	13%
Students without Disabilities	176	727	727	748	*	*	*	*	*	*	49%
English Learners	21	707	707	713	*	*	*	*	*	*	11%
Non-English Learners	192	723	723	745	*	*	*	*	*	*	45%
Homeless Students	11	723	723	718	*	*	*	*	*	18%	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	745	*	*	*	*	*	*	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%


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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	86	729	729	743	12%	35%	29%	*	*	24%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	36	724	724	732	*	36%	36%	*	*	14%	27%
Black or African American	41	730	730	727	*	37%	*	29%	0%	29%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	37	725	725	745	*	*	27%	*	*	16%	45%
Male	49	732	732	741	*	*	31%	*	*	31%	42%
Economically Disadvantaged Students	*	*	*	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	55%
Students with Disabilities	18	709	709	717	*	*	*	*	*	*	12%
Students without Disabilities	68	735	735	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%



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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	64	732	732	728	22%	22%	16%	*	*	41%	28%
White	N	N	N	736	N	N	N	N	N	N	36%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	34	733	733	715	*	*	*	*	*	41%	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	*	*	*	729	*	*	*	*	*	*	28%
Female	32	735	735	731	*	*	*	*	*	47%	31%
Male	32	730	730	725	*	*	*	*	*	34%	26%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Students with Disabilities	11	676	676	705	*	*	*	*	*	*	*
Students without Disabilities	53	744	744	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%



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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	746	N	N	N	N	N	N	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	N	N	N	730	N	N	N	N	N	N	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	N	N	N	748	N	N	N	N	N	N	48%
Male	N	N	N	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	N	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	N	752	N	N	N	N	N	N	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	N	N	N	749	N	N	N	N	N	N	*
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	N	N	N	720	N	N	N	N	N	N	11%

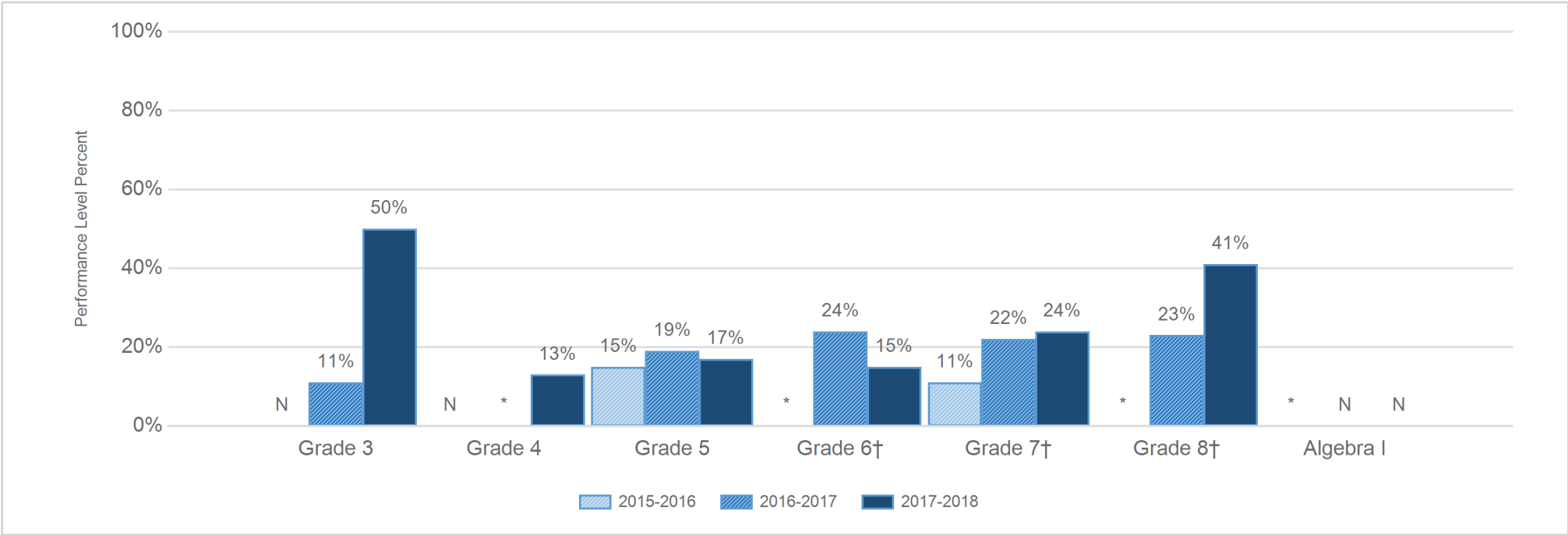


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(07-1799-111)
Grades Offered: KG-08
2017-2018

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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
7	N	N
8	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	41.0%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	77	*	*
3-4	13	*	*
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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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	216
7	0	0	85
8	0	0	66
Total	0	0	367

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0



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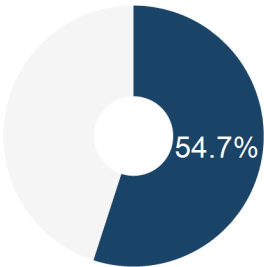
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Visual and Performing Arts – Course Participation

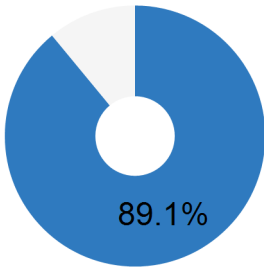
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

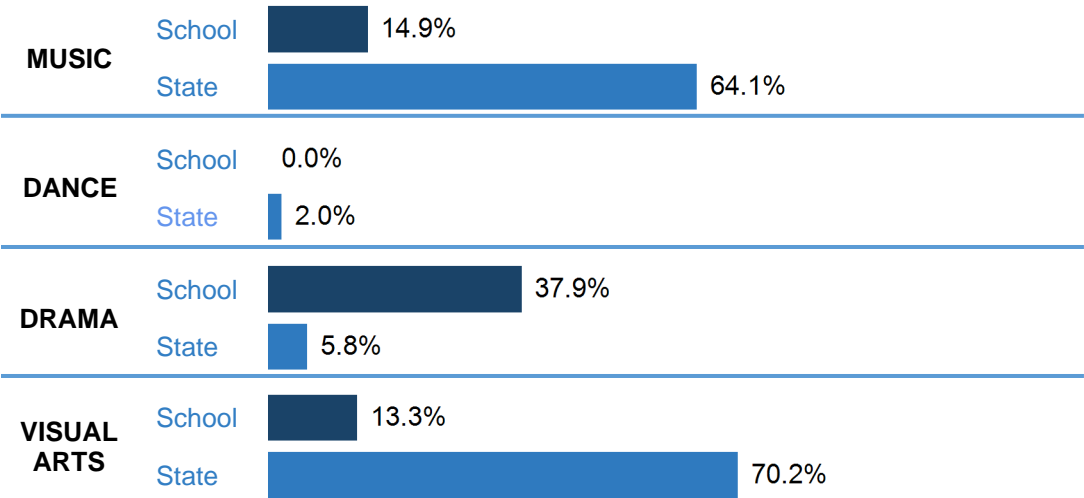


School



State

Students enrolled in one or more classes by discipline:





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

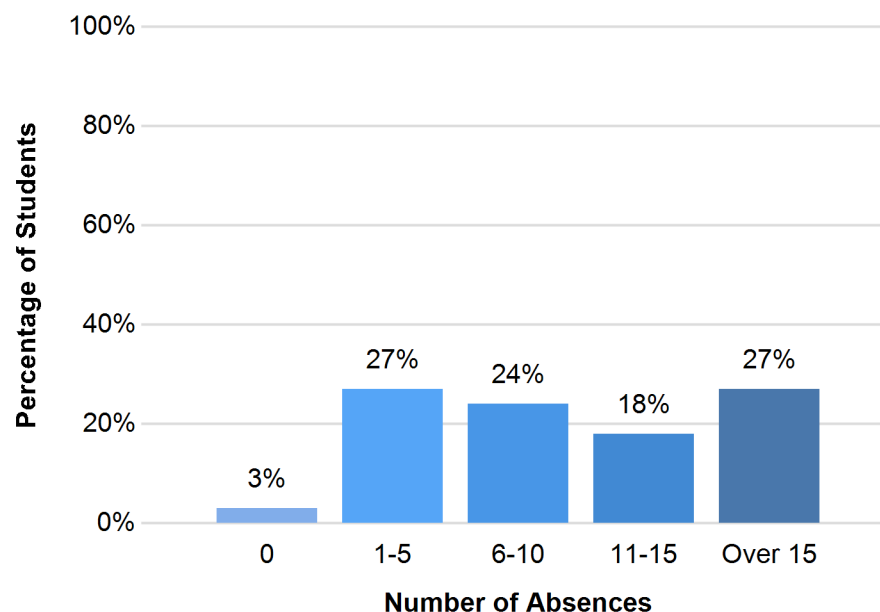
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	250	22.4	9.1	Not Met
White	*	*	**	**
Hispanic	96	24.5	9.1	Not Met
Black or African American	132	20.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	6	40.0	**	**
Two or More Races	13	22.8	9.1	Not Met
Economically Disadvantaged Students	249	22.9	9.1	Not Met
Students with Disabilities	45	22.3	9.1	Not Met
English Learners	16	17.6	9.1	Not Met

Days Absent

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





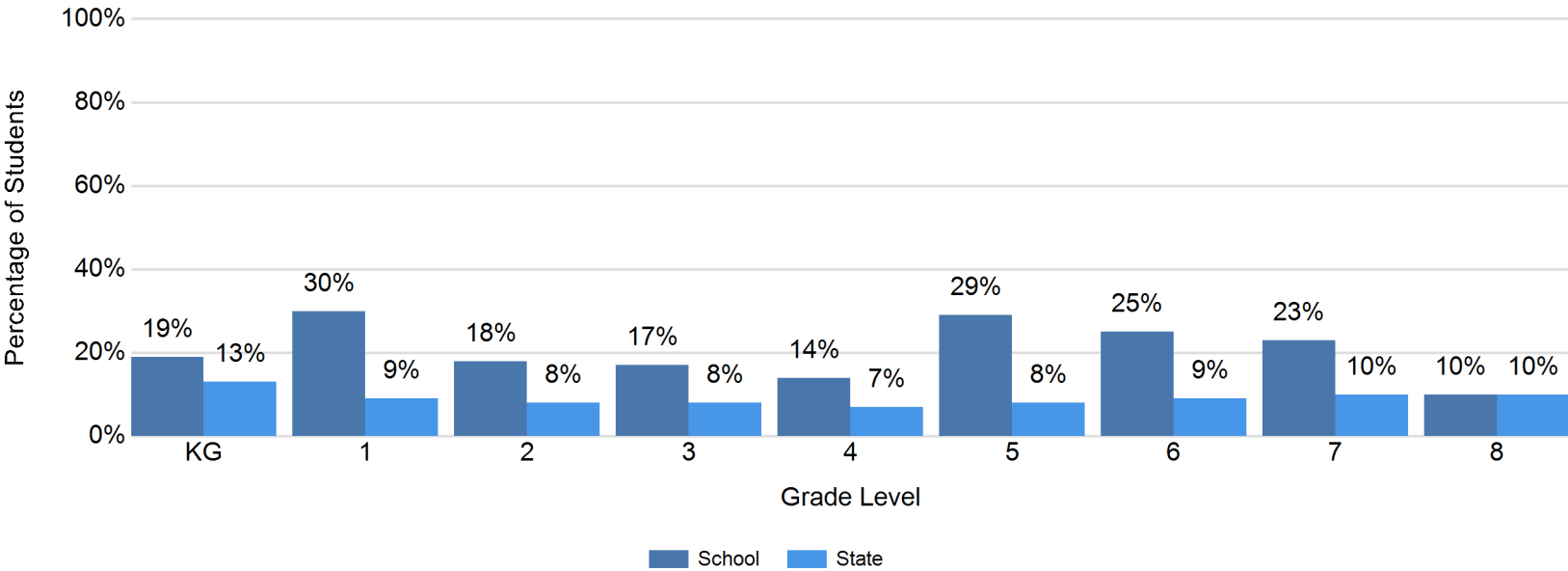
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Chronic Absenteeism by Grade

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




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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	1.69

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 Bullying (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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	4	4
Disability	0	2	2
Other	0	4	4
No Identified Nature	11		11

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	15	1.3%
Any Suspension	21	1.9%
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
36



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School Day

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

Category	School
Typical Start Time	7:15 AM
Typical End Time	4:20 PM
Length of School Day	9 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 39 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	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)	\$866	\$17,015	\$17,881


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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	57	117,464
Average years experience in public schools	6.0	12.0
Average years experience in district	1.4	10.7
Teachers in district for 4 or more years	3.5%	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	20:1	20:1
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		1121:1
Students to Counselors		N
Students to Child Study Team		1121:1



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Teachers and Administrators - Level of Education

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

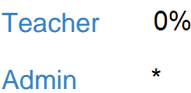
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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	50.0%	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	98.0%



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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	80.7%	N
Male	19.3%	N
White	66.7%	N
Hispanic	10.5%	N
Black or African American	17.5%	N
Asian	5.3%	N
American Indian or Alaska Native	0.0%	N
Native Hawaiian or Pacific Islander	0.0%	N
Two or More Races	0.0%	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	11.91	15.0%
Mathematics Proficiency	14.57	15.0%
English Language Arts Growth	88.86	20.0%
Mathematics Growth	78.16	20.0%
Progress Towards English Language Proficiency	20.00	20.0%
Chronic Absenteeism	5.16	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	41.89	n/a
Summative Rating: Percentile Rank of Summative Score	34.89	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5 th percentile	No	n/a

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



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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Support 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	Not Met	Met Target	Exceeds Standard	Met Standard	Met Target†	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	52.18	14.08	No	Not Met	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	65.84	14.08	No	Not Met	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	57.04	14.08	No	Not Met	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	34.56	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	38.48	14.08	No	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Not 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.

<div>  <div>Highlights:</div> </div>	<div> <ul style="list-style-type: none"> Since opening our first school in Camden, Camden students are 3X as likely to score proficient on PARCC The KIPP Lanning Square boys basketball team were named Camden city champions for the third year in a row </div>
<div>  <div>Mission, Vision, Theme:</div> </div>	<div> <p>KIPP schools feature multiple instructional practices that are part of their approach to high quality instruction. First and foremost, we believe strongly in the rigor, quality, and standards-alignment of our assessments, which allow us to reflect on the efficacy of teachers’ instruction and to then drive instruction according to student proficiency and needs. To meet the demands of the lessons and curriculum, our academic program is structured to allow for sufficient time in literacy, math, science, and history. We are responsible to our stakeholders for delivering on our promise of providing a rigorous, college preparatory education to students. These stakeholders include first and foremost the students and their families.</p> </div>



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(07-1799-111)
Grades Offered: KG-08
2017-2018

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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

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A blue icon of a person running or jumping with a ball, representing sports and athletics.	Sports and Athletics: Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Field Hockey (Boys & Girls), Football (Boys), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls)
A blue icon of a megaphone with a musical note, representing clubs and activities.	Clubs and Activities: KIPP Cooper Norcross offers a variety of clubs, including robotics, ballet, step, cooking, peer mentoring and several others.





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<div>  <div>Before and After School Programs:</div> </div>	<p>All three of KCNA's schools provide extensive after-school programming for students. Middle school students participate in both sports and after-school clubs; sports teams include boys' and girls' basketball, flag football, volleyball, soccer, and softball, and clubs range from community service to cooking to robotics. Elementary school students who participate in after-school programming receive daily homework help and participate in enrichment activities that include music, cooking, and karate.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>All instructional staff attend professional development on a regular basis. Specifically, staff engage in professional development every Wednesday between 1PM and 5PM. During this time, they learn how to implement instructional strategies, engage in common planning time, and review student work together.</p>



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<div>  <div>Student Supports and Services:</div> </div>	<p>At KIPP Cooper Norcross Academy, we pride ourselves in supporting all learners. We have programs to support students with IEPs, English Language Learners, and students who need limited time interventions. We make decisions for kids based on their individual needs. Whether it is placement, student supports or creating goals, we look at the needs of the student. By understanding the needs of each student as an individual we are able to utilize this information to create a safe environment for every student, identify a student’s access point to the curriculum, and ensure that our students are garnering the emotional intelligence to support themselves and their communities.</p>
<div>  <div>Student Health and Wellness:</div> </div>	<p>Students learn about healthy living and lifestyle with the Wellness in the Schools Program (WITS). All students receive breakfast before class.</p>
<div>  <div>Parent and Community Involvement:</div> </div>	<p>Families attend a Welcome back BBQ in the fall, game nights, Saturday School, and other events throughout the year.</p>



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<div>  Climate Surveys: </div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p> <p>Teachers, staff, students, and families are surveyed about school climate.</p>
<div>  Facilities: </div>	<p>KIPP Whittier Middle moved into its permanent home in the former John G. Whittier School building following a \$24 million renovation. Both our Lanning Square and Whittier buildings serve as a community anchors hosting local non profits and civics groups for meetings and events.</p>
<div>  School Safety: </div>	<p>All schools have security guards, cameras, safety protocols, and security drills.</p>



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Technology and STEM:

All classrooms are equipped with smartboards and the school incorporates technology into its curriculum. Robotics club is offered after school.