NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	KEYPORT BORO
Principal Name	MR. MAMMANO
Address	335 BROAD STREET KEYPORT, NJ 07735-1694
Phone Number	(732)212-6100
Email Address	EMAMMANO@KPSDSCHOOLS.ORG
Website	http://www.kpsdschools.org
Facebook	https://www.facebook.com/Keyport-Public-Schools-220534011350341/
Twitter	https://twitter.com/KeyportSchools

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	59	56	68
KG	90	61	63
1	69	88	62
2	83	61	89
3	79	82	58
4	69	83	83
5	73	69	77
6	56	78	69
7	56	52	76
8	61	57	50
Total	695	687	695

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	50.6%	49.2%	50.6%
Male	49.4%	50.8%	49.4%
Economically Disadvantaged Students	54.7%	54.1%	52.4%
Students with Disabilities	14.8%	14.7%	14.1%
English Learners	13.2%	10.6%	11.8%
Homeless Students		0.7%	0.7%
Students in Foster Care		0.6%	0.4%
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	55.0%	56.5%	53.7%
Hispanic	33.2%	32.5%	36.0%
Black or African American	8.8%	8.7%	8.1%
Asian	2.7%	2.2%	1.7%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	3	6	10
PK - Full Day	56	50	58
KG - Half Day	0	0	0
KG - Full Day	90	61	63

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	72.7%
Spanish	25.5%
Other Languages	1.9%

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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	59	59	50	Met Standard	62	62	50	Exceeds Standard
White	59	59	50	Met Standard	63	63	51	Exceeds Standard
Hispanic	60.5	60.5	49	Exceeds Standard	63.5	63.5	48	Exceeds Standard
Black or African American	54	54	44	Met Standard	55	55	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	61	**	*	*	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	60	60	48	Exceeds Standard	63	63	47	Exceeds Standard
Students with Disabilities	68	68	41	Exceeds Standard	60.5	60.5	43	Exceeds Standard
English Learners	59	59	54	Met Standard	73	73	51	Exceeds Standard

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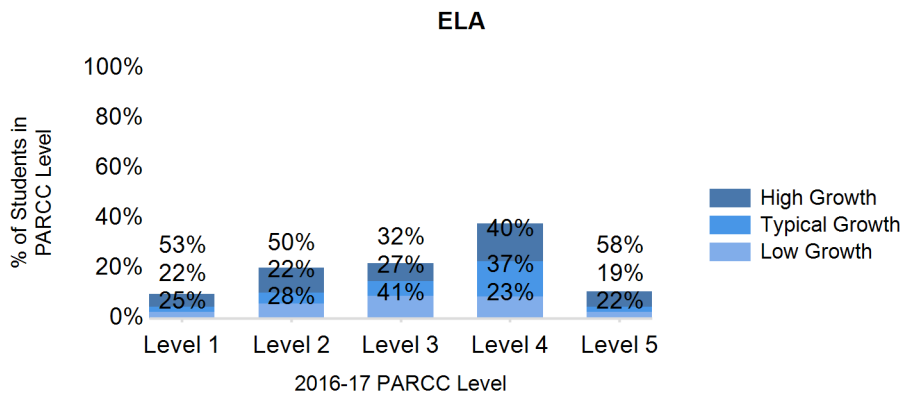
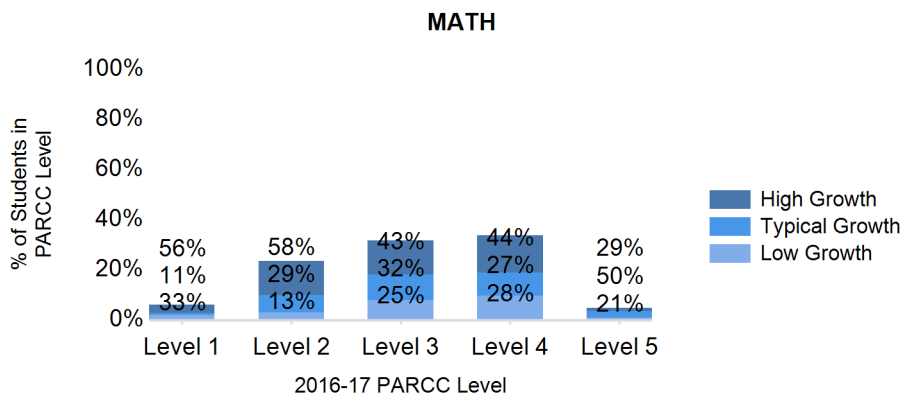
Student Growth by Performance Level

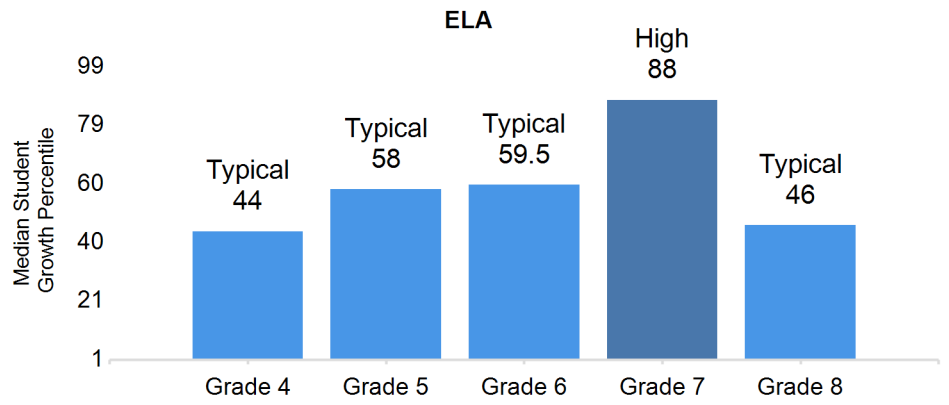
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

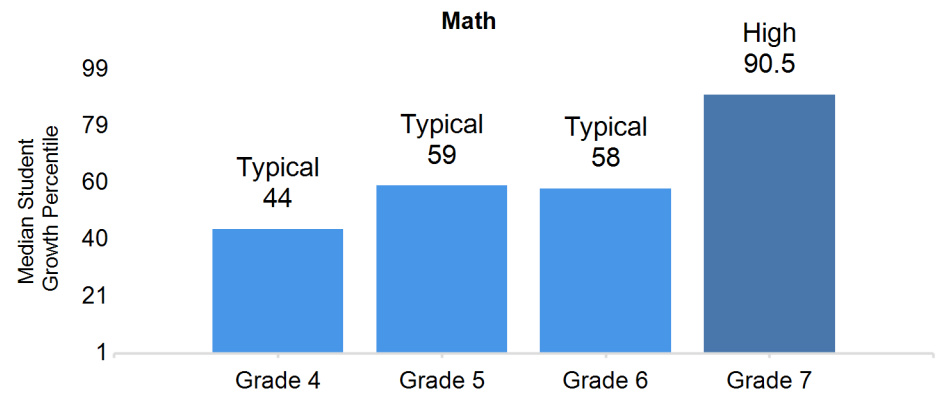




Student Growth by Grade

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	402	99.3	56.0	47.2	56.7	56.0	44.3	Met Target
White	222	98.7	59.9	48.2	65.6	59.9	52.2	Met Target
Hispanic	128	100.0	49.2	44.3	42.5	49.2	29.9	Met Target
Black or African American	*	*	*	39.6	37.3	*	38	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	100.0	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	204	99.5	64.7	55.1	64.5	64.7		
Male	198	99.0	46.9	39.3	49.4	46.9		
Economically Disadvantaged Students	214	100.0	46.7	40.6	38.5	46.7	31.8	Met Target
Non-Economically Disadvantaged Students	188	98.5	66.5	53.7	67.5	66.5		
Students with Disabilities	56	96.6	28.5	*	21.6	28.5	26.5	Met Target
Students without Disabilities	346	99.7	60.5	*	63.9	60.5		
English Learners	54	100.0	25.9	*	27.3	25.9	14.5	Met Target
Non-English Learners	348	99.2	60.6	*	59.4	60.6		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
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	56	750	750	750	*	18%	*	*	*	57%	52%
White	30	751	751	759	*	*	*	*	*	53%	61%
Hispanic	19	743	743	736	*	*	*	63%	0%	63%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	35	751	751	756	*	*	*	*	*	57%	57%
Male	21	747	747	744	*	*	*	*	*	57%	46%
Economically Disadvantaged Students	24	746	746	733	*	*	*	*	*	54%	34%
Non-Economically Disadvantaged Students	32	753	753	762	*	*	*	*	*	59%	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	11	740	740	712	*	*	*	*	*	55%	15%
Non-English Learners	45	752	752	753	*	*	*	*	*	58%	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	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	81	747	747	756	*	16%	32%	*	*	46%	58%
White	42	746	746	764	*	*	40%	*	*	43%	68%
Hispanic	28	743	743	744	*	*	*	*	*	43%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	39	747	747	762	*	*	28%	*	*	49%	63%
Male	42	746	746	751	*	*	36%	*	*	43%	53%
Economically Disadvantaged Students	49	743	743	740	*	*	27%	*	*	41%	40%
Non-Economically Disadvantaged Students	32	753	753	767	*	*	41%	*	*	53%	70%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	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	75	751	751	755	*	20%	*	*	*	61%	58%
White	39	757	757	763	0%	*	*	*	*	72%	68%
Hispanic	23	738	738	743	*	*	*	*	*	43%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	38	763	763	762	*	*	*	*	*	76%	66%
Male	37	738	738	749	*	*	*	*	*	46%	51%
Economically Disadvantaged Students	43	738	738	739	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	32	768	768	766	*	*	*	*	*	84%	71%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	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	69	739	739	754	*	17%	41%	*	*	32%	56%
White	40	750	750	761	*	*	40%	*	*	43%	66%
Hispanic	22	723	723	742	*	*	*	*	*	14%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	36	744	744	761	*	*	33%	*	*	42%	64%
Male	33	734	734	748	*	*	48%	*	*	21%	48%
Economically Disadvantaged Students	34	729	729	739	*	*	50%	*	*	18%	37%
Non-Economically Disadvantaged Students	35	749	749	764	*	*	31%	*	*	46%	68%
Students with Disabilities	16	728	728	723	*	*	*	*	*	19%	18%
Students without Disabilities	53	743	743	760	*	*	*	*	*	36%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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 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	74	777	777	760	*	0%	*	32%	45%	77%	63%
White	45	789	789	768	*	0%	*	33%	53%	87%	72%
Hispanic	21	754	754	746	*	0%	*	*	*	62%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	35	787	787	769	*	0%	*	*	*	89%	72%
Male	39	769	769	752	*	0%	*	*	*	67%	54%
Economically Disadvantaged Students	39	761	761	742	*	0%	*	36%	28%	64%	44%
Non-Economically Disadvantaged Students	35	795	795	771	*	0%	*	29%	63%	91%	73%
Students with Disabilities	10	735	735	721	*	0%	*	*	*	20%	22%
Students without Disabilities	64	784	784	768	*	0%	*	*	*	86%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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

English Language Arts/Literacy Assessment - Performance 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	49	759	759	759	*	*	20%	*	*	65%	60%
White	28	757	757	767	*	*	*	*	*	54%	70%
Hispanic	15	763	763	744	*	0%	*	*	*	87%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	23	769	769	768	*	*	*	*	*	83%	69%
Male	26	750	750	751	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	25	756	756	740	*	*	*	*	*	68%	42%
Non-Economically Disadvantaged Students	24	762	762	769	*	*	*	*	*	63%	71%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	*	*	*	703	*	*	*	*	*	*	*
Non-English Learners	*	*	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

Report Key:
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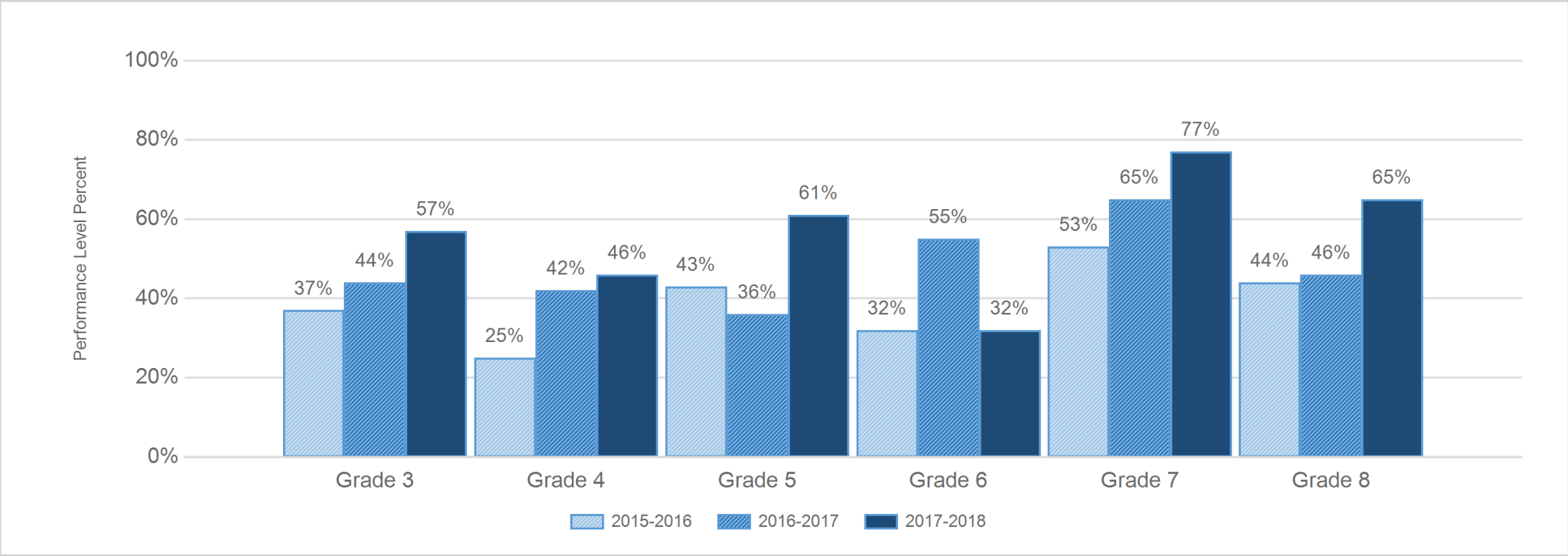
English Language Arts/Literacy Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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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	405	99.3	43.7	*	45.0	43.7	38.4	Met Target
White	223	98.7	48.9	*	54.1	48.9	44.9	Met Target
Hispanic	130	100.0	36.1	31.0	29.2	36.1	25.2	Met Target
Black or African American	*	*	*	22.7	23.4	*	30.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	100.0	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	205	99.5	42.5	*	46.0	42.5		
Male	200	99.0	45.0	*	43.9	45.0		
Economically Disadvantaged Students	214	100.0	33.2	*	26.6	33.2	31	Met Target
Non-Economically Disadvantaged Students	191	98.5	55.5	*	55.9	55.5		
Students with Disabilities	56	96.6	25.0	*	17.1	25.0	17.3	Met Target
Students without Disabilities	349	99.7	46.7	*	50.5	46.7		
English Learners	57	100.0	31.6	*	24.6	31.6	10.5	Met Target
Non-English Learners	348	99.2	45.7	*	46.9	45.7		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
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

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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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	56	742	742	752	*	25%	34%	*	*	34%	53%
White	30	740	740	760	*	*	43%	*	*	30%	64%
Hispanic	19	743	743	739	*	*	*	*	*	42%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	35	736	736	752	*	*	*	*	*	29%	53%
Male	21	752	752	751	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	24	739	739	736	*	*	*	*	*	29%	35%
Non-Economically Disadvantaged Students	32	744	744	762	*	*	*	*	*	38%	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	11	741	741	726	*	*	*	*	*	45%	23%
Non-English Learners	45	742	742	754	*	*	*	*	*	31%	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	740	740	748	*	20%	37%	*	*	37%	49%
White	42	740	740	755	*	*	48%	*	*	33%	60%
Hispanic	29	736	736	737	*	*	*	38%	0%	38%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	40	738	738	748	*	*	33%	*	*	35%	50%
Male	42	742	742	748	*	*	40%	*	*	38%	49%
Economically Disadvantaged Students	50	735	735	733	*	*	32%	*	*	30%	30%
Non-Economically Disadvantaged Students	32	747	747	758	*	*	44%	*	*	47%	62%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	753	*	*	*	*	*	*	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	745	745	748	*	14%	43%	*	*	41%	49%
White	39	745	745	756	0%	*	44%	*	*	41%	60%
Hispanic	24	744	744	736	0%	*	50%	*	*	38%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	39	750	750	749	*	*	46%	*	*	49%	50%
Male	37	741	741	747	*	*	41%	*	*	32%	48%
Economically Disadvantaged Students	43	742	742	733	*	*	53%	*	*	30%	29%
Non-Economically Disadvantaged Students	33	750	750	758	*	*	30%	*	*	55%	62%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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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	69	733	733	744	*	38%	28%	*	*	29%	44%
White	40	741	741	751	*	25%	28%	*	*	43%	54%
Hispanic	22	722	722	731	*	*	*	*	*	*	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	36	731	731	745	*	42%	*	*	*	31%	45%
Male	33	735	735	742	*	33%	*	*	*	27%	42%
Economically Disadvantaged Students	34	722	722	729	*	*	*	*	*	12%	24%
Non-Economically Disadvantaged Students	35	743	743	753	*	*	*	*	*	46%	56%
Students with Disabilities	16	721	721	717	*	63%	*	*	*	19%	13%
Students without Disabilities	53	736	736	748	*	30%	*	*	*	32%	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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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	76	759	759	743	*	*	20%	47%	18%	66%	43%
White	46	766	766	750	*	*	*	*	*	78%	54%
Hispanic	22	744	744	732	*	*	*	*	*	45%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	35	759	759	745	*	*	*	*	*	66%	45%
Male	41	758	758	741	*	*	*	*	*	66%	42%
Economically Disadvantaged Students	39	751	751	730	*	*	*	*	*	54%	24%
Non-Economically Disadvantaged Students	37	767	767	751	*	*	*	*	*	78%	55%
Students with Disabilities	10	726	726	717	*	*	*	*	*	30%	12%
Students without Disabilities	66	764	764	748	*	*	*	*	*	71%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	N	N	N	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	745	745	728	*	*	39%	39%	0%	39%	28%
White	17	747	747	736	0%	*	*	*	*	47%	36%
Hispanic	12	746	746	722	*	*	*	*	*	33%	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	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	16	744	744	731	*	*	*	*	*	31%	31%
Male	17	745	745	725	*	*	*	*	*	47%	26%
Economically Disadvantaged Students	19	744	744	719	*	*	*	*	*	37%	20%
Non-Economically Disadvantaged Students	14	746	746	735	*	*	*	*	*	43%	35%
Students with Disabilities	*	*	*	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	*	*	*	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

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(25-2430-060)
Grades Offered: PK-08
2017-2018

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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	16	787	728	746	0%	0%	*	*	*	88%	46%
White	11	783	726	755	0%	0%	*	*	*	82%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	*	*	*	748	*	*	*	*	*	*	48%
Male	*	*	*	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	57%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	752	*	*	*	*	*	*	52%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	16	787	*	749	0%	0%	*	*	*	88%	*
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%

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

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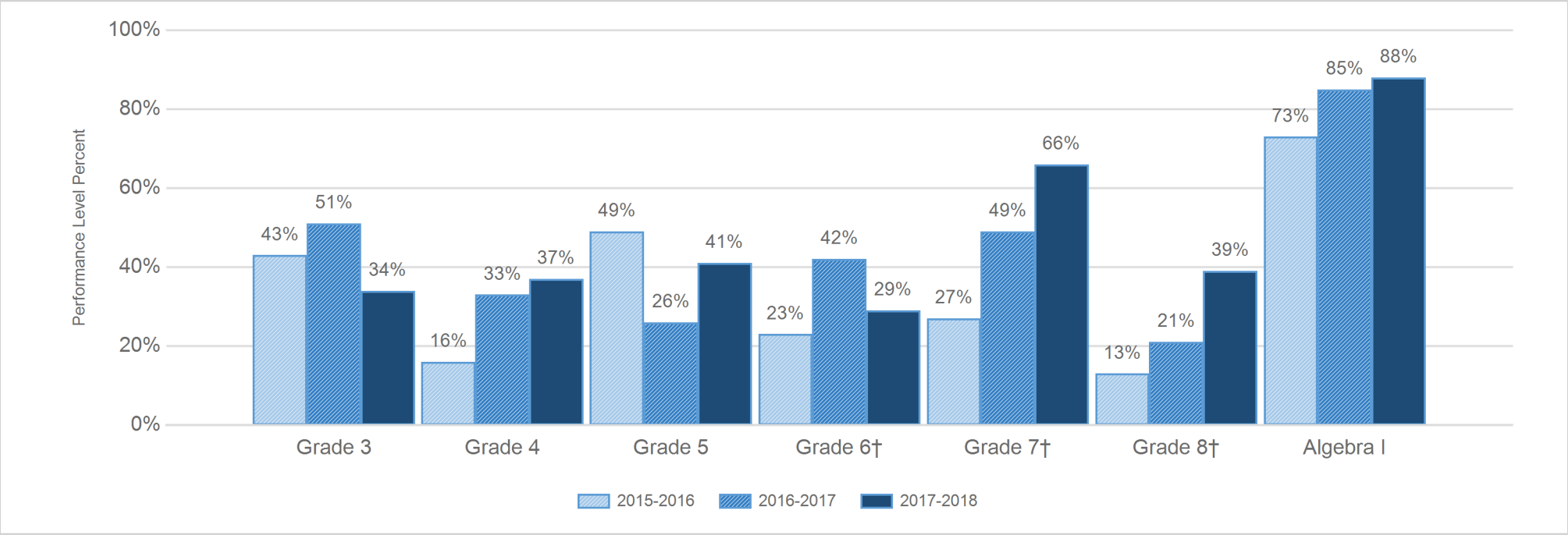
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	38.6%	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	17	*	*
3-4	24	*	*
5 or more	21	85.7%	14.3%

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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	70
7	0	0	78
8	18	0	37
Total	18	0	185

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	70	0	0	0	0	0	0
7	77	0	0	0	0	0	0
8	51	0	0	0	0	0	0
Total	198	0	0	0	0	0	0

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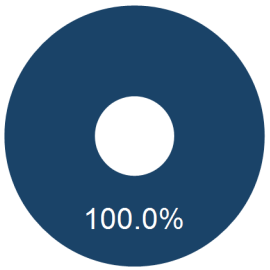
Visual and Performing Arts – Course Participation

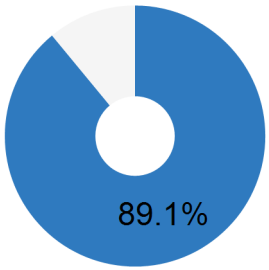
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

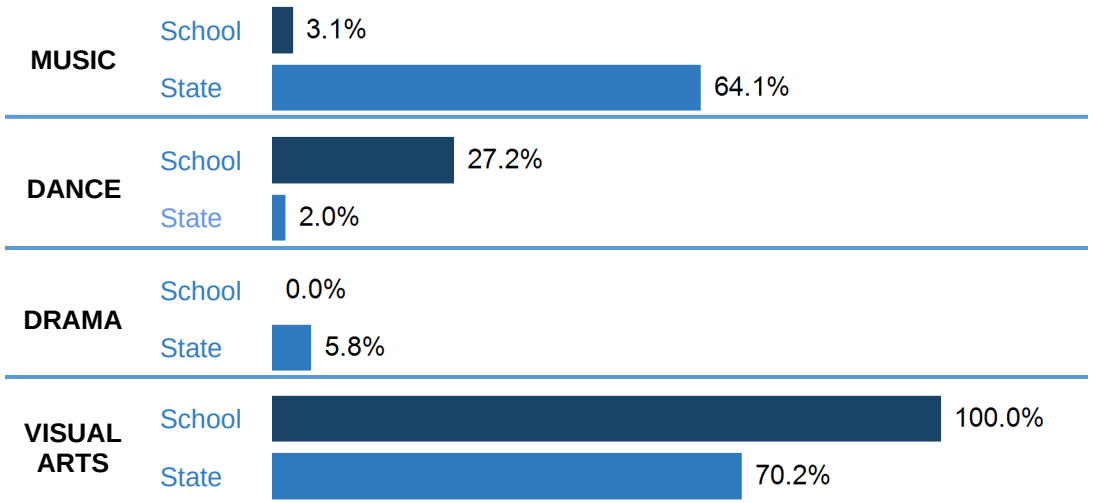


School



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.

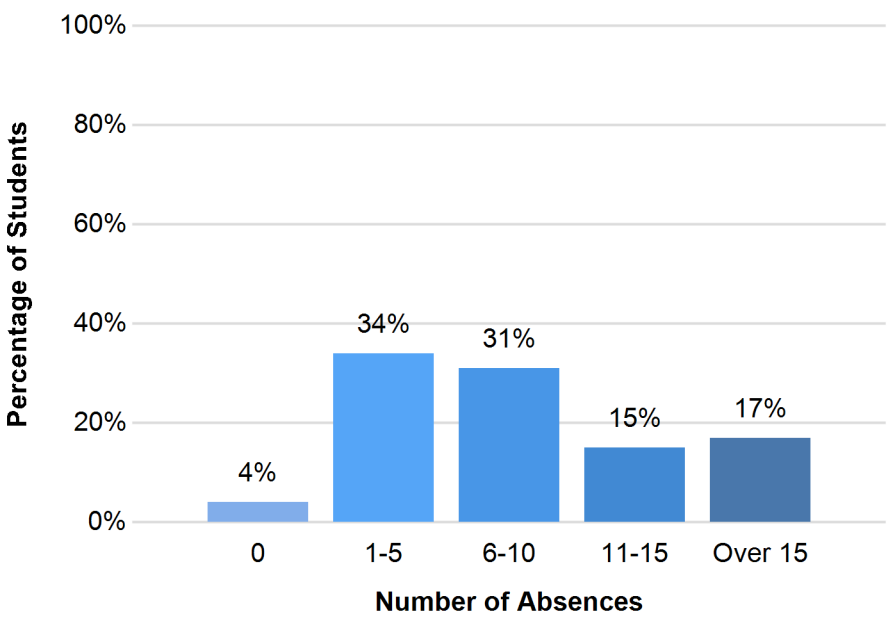
Chronic Absenteeism

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	86	13.7	9.1	Not Met
White	51	14.9	9.1	Not Met
Hispanic	18	8.3	9.1	Met
Black or African American	16	28.6	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	45	13.6	9.1	Not Met
Students with Disabilities	17	20.7	9.1	Not Met
English Learners	1	1.6	9.1	Met

Days Absent

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



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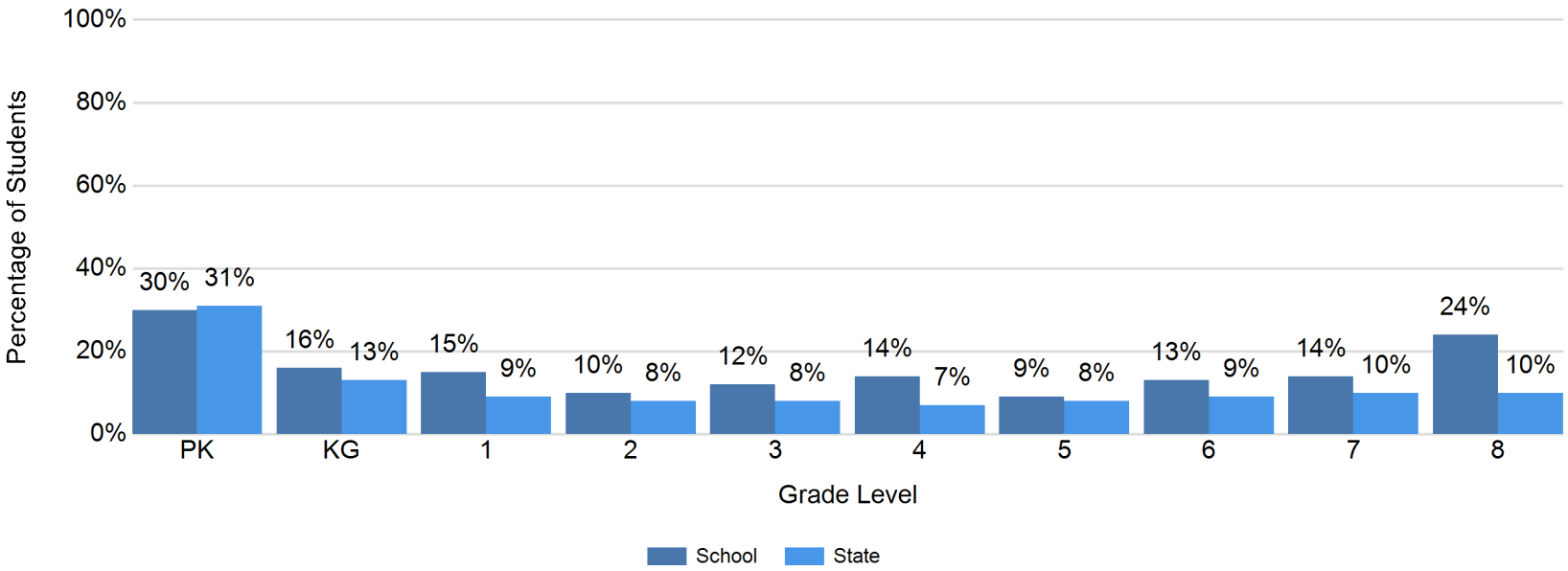
Chronic Absenteeism by Grade

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	6
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.45

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	5
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
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	2	5	7
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	1	1	2
Disability	5	4	9
Other	4	8	12
No Identified Nature	1		1

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	16	2.3%
Any Suspension	17	2.4%
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
28

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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	8:35 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	5 Hrs 59 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)	$800	$15,017	$15,817

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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	66	117,464
Average years experience in public schools	10.5	12.0
Average years experience in district	10.5	10.7
Teachers in district for 4 or more years	68.2%	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	11	9,374
Average years experience in public schools	7.5	16.0
Average years experience in district	7.5	12.0
Administrators in district for 4 or more years	81.8%	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	11:1	10:1
Students to Administrators	232:1	96:1
Teachers to Administrators	22:1	10:1
Students to Librarians/Media Specialists		N
Students to Nurses		527:1
Students to Counselors		351:1
Students to Child Study Team		351:1

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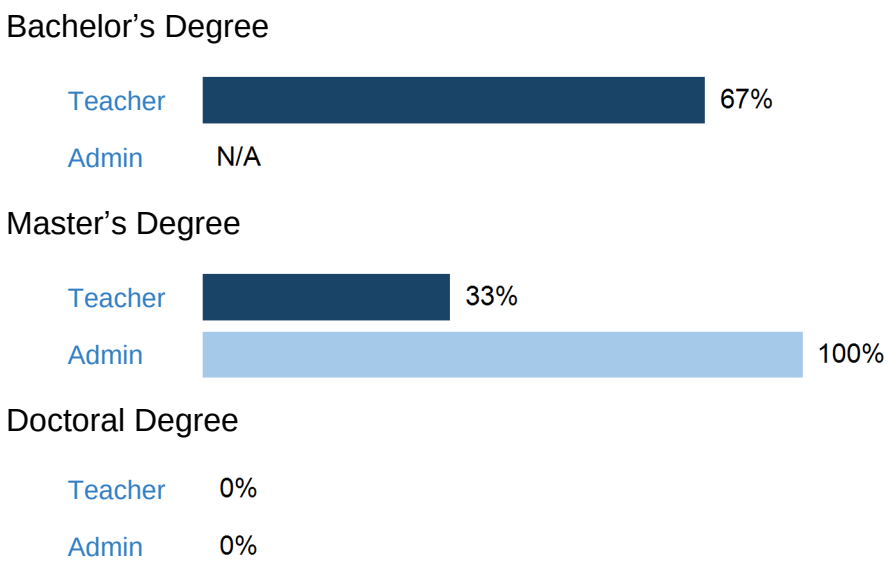
Teachers and Administrators - Level of Education

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.



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	90.5%	90.2%
2016-17 Administrators: Same district 2017-18	90.9%	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	94.1%

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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	86.4%	33.3%
Male	13.6%	66.7%
White	98.5%	100.0%
Hispanic	1.5%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
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	46.80	15.0%
Mathematics Proficiency	43.25	15.0%
English Language Arts Growth	83.89	20.0%
Mathematics Growth	88.90	20.0%
Progress Towards English Language Proficiency	15.74	20.0%
Chronic Absenteeism	16.73	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.89	n/a
Summative Rating: Percentile Rank of Summative Score	53.91	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Exceeds Standard	Met Target†	Not Met	No
White	52.72	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	72.61	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Black or African American	66.60	14.08	No	Met Target	Met Target†	Met 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/a	**	No
Economically Disadvantaged Students	74.03	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	74.24	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
English Learners	62.90	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

KEYPORT CENTRAL SCHOOL
(25-2430-060)
Grades Offered: PK-08
2017-2018

Report Key:
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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:	• Keyport Central School offers four full day Preschool classes that are aligned with the state-approved HighScope curriculum. • All KCS teaching staff and students in grades 6-8 are equipped with 1:1 chromebooks and utilize Google Educational Apps. • KCS offers 25 various extracurricular activities for multiple grade levels.
Mission, Vision, Theme:	Mission Statement: The mission of the Keyport Public School District is to challenge each student to thrive in a safe, caring, and stimulating learning environment. Vision: Striving to inspire our diverse student body to achieve academic excellence and make positive contributions to society.
Awards, Recognition, Accomplishments:	We are proud of the fact that in the 2017-2018 school year our G & T Program represented KCS at the Future City competition at Rutgers. Our 8th grade team finished 2nd place overall which was not only our highest placement ever but a major source of pride for our school community. We also competed for the first time in the Odyssey of the Mind competition, sending teams from grades 4 & 5 and 6-8. Our students gained valuable experience from this opportunity and look forward to future competitions.

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Courses, Curriculum, Instruction:	Our curriculum is designed with differentiated options with regard to content, process, and product to meet the needs of all learners. Students are 1:1 with devices in grades 6-8 and many teachers use Google Classroom. Gifted and Talented support and/or pull out programs are offered K-8. All textbooks are less than five years old.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Keyport Central School offers various athletic opportunities for students in grades 6-8. The Cross-Country opportunity is offered through a co-op agreement with Union Beach Memorial School.
Clubs and Activities:	The following clubs and athletics are offered to students: Art, Band, Baseball, Basketball, Board Games, Book Club, Builders Club/Student Council, Cheerleading, Chess Club, Chorus, Digital Art, Digital Media, Drama, Environmental Club, Field Hockey, Math Club, National Junior Honor Society, Makerspace Club, Odyssey of the Mind, Pokemon Club, Soccer, Softball, Volleyball, Wrestling, Yearbook Club Volunteering opportunities include: -Jump Rope for Heart -Visits to food pantry.

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Before and After School Programs:	Title I Enrichment and Title III Programs run throughout the school year. Extended year programs run in the summer. All programs are supervised by the Director of Curriculum and Instruction / ESEA Grant Manager. Programs serve students from Kindergarten to Eighth Grade.
Staff and Professional Learning:	The teaching staff engages in data-driven, high functioning PLCs which enable high quality, job-embedded professional development. The Annual PD Plan reflects the district needs and areas of growth opportunity. PD sessions are offered through the After School PD Academy. Out of district training is approved for specialized areas or topics. Our staff includes a Google Trainer and three Sheltered English Instruction Trainers.

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Student Supports and Services:	Title I Enrichment and Title III Programs are run throughout the school year. Extended year programs run in the summer. High Intensity and/or sheltered English instruction for ESL services are provided for all ELLs. Content area teachers are trained and coached in Sheltered English Instruction. A monthly Intervention and Referral Services Team Meeting is held and supported through Hibstervention. Students with Disabilities receive services and placement as determined by their needs.
Student Health and Wellness:	Breakfast and lunch programs are offered by Maschio's Food Services. The Visiting Nurses Association provides Parent Wellness Nights. A Heroin and Opioid Parent evening was presented by the Keyport Alliance. Barnabas Health Systems offers a Strengthening Families Program to help build resilience. A YMCA school-based counseling program is offered to support at-risk students.
Parent and Community Involvement:	The Keyport Central School PTO meets monthly. Volunteers plan various events and fundraisers that support the social and educational needs of the students. KSEPAC meets monthly and sponsors sensory friendly school events for children with disabilities. The Bilingual Parent Advisory meets quarterly. The Keyport Educational Foundation, Inc. is a non-profit organization dedicated to quality education for Keyport Public Schools. The KEF consists of both community and school stakeholders.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate Team at Keyport Central are participants in the School Climate Transformation Project sponsored by Rutgers University. This project employs a holistic approach to gathering and analyzing school climate data. This data informs school and district school climate improvement goals. The school climate survey will be administred each spring semester.
Facilities:	Keyport Central School was built in 1958. Recent improvements have been made to the playground and media center. A vestibule was installed at the main entrance for safety purposes. KCS has a new MakerSpace equipped with 3D printers. KCS also has an additional computer lab and poly/smartboards in the majority of classrooms. The district passed a 16.7 million dollar referendum in November of 2018. Keyport Central School will be installing new heating and air condition systems, secure door hardware, new ceilings, fire alarm system, hot water boiler plant, electrical systems and new light controls. Additionally, the school will have vinyl tile asbestos abatement as well as masonry and envelope repairs.
School Safety:	The Keyport School District hired a school resource officer for both the Keyport High School and the Central School. The district also designated the Central School's assistant principal as the district's school safety specialist. This staff member attended the necessary state mandated trainings. Additional door magnets were purchased for both buildings. The magnets decrease the amount of time it takes to lock a door in the event of a drill and/or emergency. Additional cameras were also purchased for both buildings.

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Technology and STEM:	Keyport Public Schools utilizes a 1 to 1 Chromebook program for 6 to 12th grade students. All teachers are issued a chromebook as well as a desktop in each classroom which includes a smart board and/or interactive projector. Lower grades and special education teachers have iPads as well as Chrome devices. In each classroom, there is an access point capable of handling the daily needs of students and teachers. Curriculum in grades K-12 contains STEM learning opportunities and the Central School has a Makerspace to engage students in integrated STEAM learning activities to enhance their learning.
Early Childhood Education:	Keyport Central School is the home of four Preschool classrooms aligned to the HighScope curriculum. We believe that a high-quality early childhood education can start students on the path to success. The Keyport Central School Preschool Program uses evidence-based practices to support children, educators, and families and to create a learning atmosphere where children are engaged, supported, and encouraged. In alignment with the HighScope philosophy, the Keyport Central School Preschool Program prioritizes the development of student curiosity, creativity, independence, and confidence in preparation for future schooling and success in life.

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Other Information:	Keyport Central School provides students with the knowledge and skills needed to be 21st Century learners. We accomplish this through programs and services that foster individual, academic and social growth for students. We offer full day pre-kindergarten and use a departmentalized format for grades four and five. Grades six through eight utilize a block schedule that maximizes instruction as well as prepares the students for their eventual transition to Keyport High School. Our 1:1 Chromebook initiative for grades 6-8 enables our teachers and students to take advantage of Google Apps for Education. We are also proud of our newly established Makerspace that will give the students the opportunity to explore and use their imaginations. All classrooms are also equipped with Smartboards and other technological tools in order to improve teaching and learning. A variety of student software is included in our curricula. Parents can view grades and assignments through our parent portal. These initiatives, coupled with professional development, are part of ongoing efforts to provide the best education possible for our children. Keyport Central School incorporates various means of communication with our community such as letters, district/school website, twitter, facebook and Honeywell system. The majority of our correspondence is also translated for our Spanish speaking families. The teaching staff is highly motivated and dedicated. The district is proud of its teachers and impressed by their daily efforts to provide excellent educational services to the children of Keyport Central School.