NJ SCHOOL PERFORMANCE REPORT

SARA M. GILMORE ACADEMY
(17-5240-140)
Grades Offered: 01-08
2017-2018

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

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	UNION CITY
Principal Name	MRS. PEREZ
Address	1700 KERRIGAN AVENUE UNION CITY, NJ 07087
Phone Number	(201)348-5851
Email Address	GEPEREZ@UNION-CITY.K12.NJ.US
Website	https://gilmore.ucboe.us/

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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	0	0	0
KG	0	0	0
1	39	37	51
2	36	44	42
3	44	40	46
4	45	48	48
5	47	48	53
6	49	52	54
7	49	50	53
8	49	50	49
Total	358	369	396

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	55.9%	56.4%	55.3%
Male	44.1%	43.6%	44.7%
Economically Disadvantaged Students	56.4%	53.4%	50.8%
Students with Disabilities	2.0%	1.4%	1.3%
English Learners	1.4%	0.3%	4.5%
Homeless Students		0.0%	0.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	7.5%	8.1%	7.6%
Hispanic	85.2%	84.0%	84.6%
Black or African American	2.0%	1.6%	1.8%
Asian	5.0%	6.0%	5.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

Enrollment by Home Language

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

Home Language	% of Students
Spanish	52.5%
English	41.4%
Arabic	2.0%
Sinhala	1.3%
Other Languages	2.8%

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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	73	61	50	Exceeds Standard	39	54	50	Not Met
White	77.5	67.5	50	**	*	58.5	51	**
Hispanic	74	60	49	Exceeds Standard	38	54	48	Not Met
Black or African American	*	56.5	44	**	*	40	44	**
Asian, Native Hawaiian, or Pacific Islander	54.5	64	61	**	*	52.5	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	72.5	60	48	Exceeds Standard	36	54	47	Not Met
Students with Disabilities	*	55	41	**	*	47.5	43	**
English Learners	77	62	54	Exceeds Standard	77	53	51	Exceeds Standard

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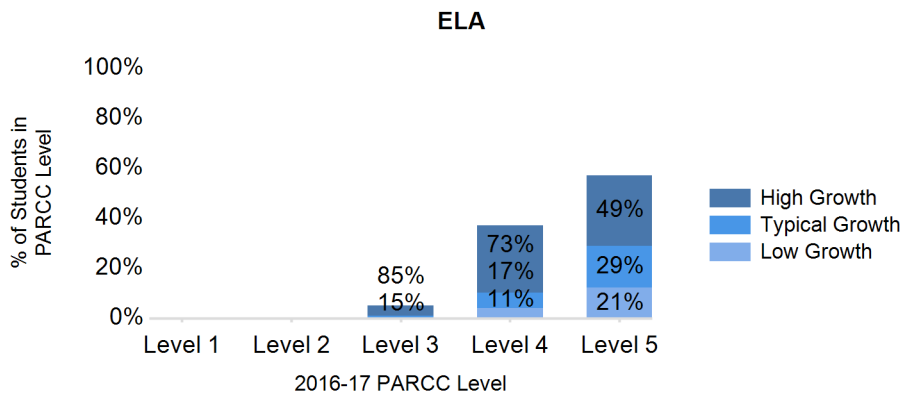
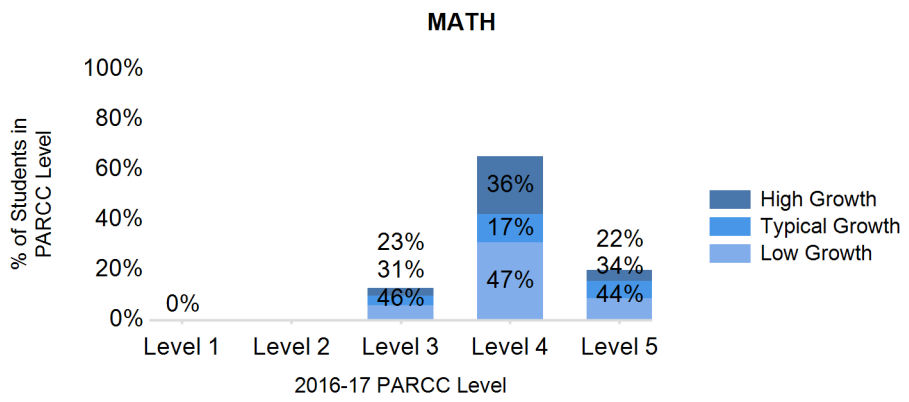
Student Growth by Performance Level

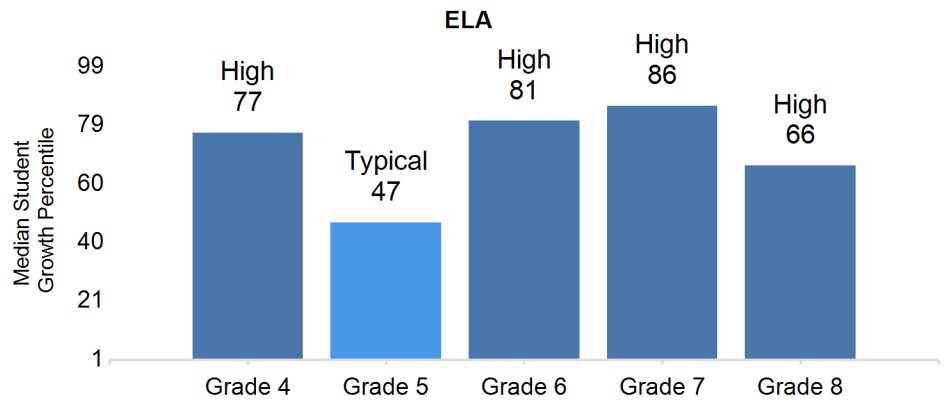
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

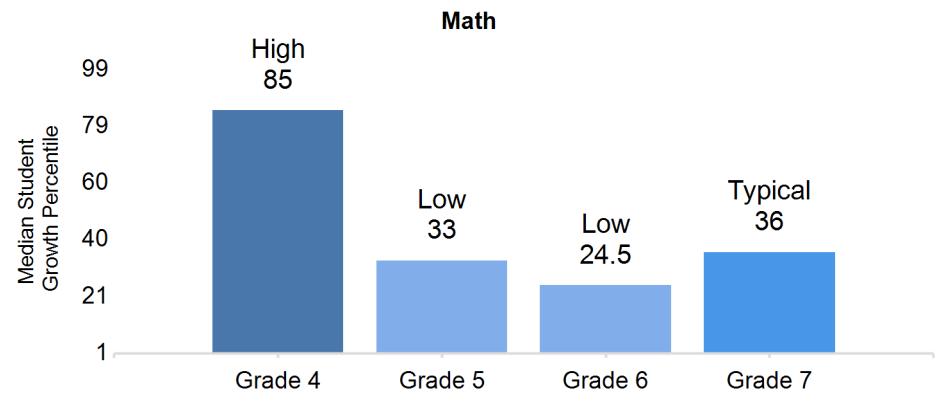




Student Growth by Grade

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	303	99.7	96.7	53.8	56.7	96.7	80	Met Goal
White	23	100.0	95.7	64.8	65.6	95.7	80	Met Goal
Hispanic	257	99.6	96.9	*	42.5	96.9	80	Met Goal
Black or African American	*	*	*	65.4	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	93.8	81.1	82.3	93.8	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	169	99.4	98.2	61.3	64.5	98.2		
Male	134	100.0	94.8	46.8	49.4	94.8		
Economically Disadvantaged Students	147	99.3	95.2	51.7	38.5	95.2	80	Met Goal
Non-Economically Disadvantaged Students	156	100.0	98.1	71.8	67.5	98.1		
Students with Disabilities	*	*	*	16.9	21.6	*	**	**
Students without Disabilities	*	*	*	57.9	63.9	*		
English Learners	58	100.0	94.8	40.5	27.3	94.8	80	Met Goal
Non-English Learners	245	99.6	97.1	63.4	59.4	97.1		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	20.0	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	791	747	750	0%	*	*	61%	26%	87%	52%
White	*	*	769	759	*	*	*	*	*	*	61%
Hispanic	34	785	745	736	0%	0%	*	*	*	88%	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	28	799	751	756	0%	*	*	*	*	93%	57%
Male	18	779	742	744	0%	*	*	*	*	78%	46%
Economically Disadvantaged Students	22	785	744	733	0%	*	*	*	*	82%	34%
Non-Economically Disadvantaged Students	24	796	768	762	0%	*	*	*	*	92%	64%
Students with Disabilities	*	*	702	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	749	756	*	*	*	*	*	*	57%
English Learners	N	N	*	712	N	N	N	N	N	N	15%
Non-English Learners	46	791	*	753	0%	*	*	61%	26%	87%	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	47	799	752	756	0%	0%	0%	34%	66%	100%	58%
White	*	*	765	764	*	*	*	*	*	*	68%
Hispanic	41	800	*	744	0%	0%	0%	34%	66%	100%	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	24	805	758	762	0%	0%	0%	*	*	100%	63%
Male	23	792	746	751	0%	0%	0%	*	*	100%	53%
Economically Disadvantaged Students	23	800	749	740	0%	0%	0%	*	*	100%	40%
Non-Economically Disadvantaged Students	24	798	771	767	0%	0%	0%	*	*	100%	70%
Students with Disabilities	N	N	702	726	N	N	N	N	N	N	25%
Students without Disabilities	47	799	756	762	0%	0%	0%	34%	66%	100%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	47	799	*	759	0%	0%	0%	34%	66%	100%	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	794	750	755	0%	0%	*	*	*	96%	58%
White	*	*	745	763	*	*	*	*	*	*	68%
Hispanic	46	793	749	743	0%	0%	*	*	*	96%	43%
Black or African American	*	*	750	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	32	799	759	762	0%	0%	*	*	*	97%	66%
Male	21	787	741	749	0%	0%	*	*	*	95%	51%
Economically Disadvantaged Students	30	795	747	739	0%	0%	*	*	*	93%	39%
Non-Economically Disadvantaged Students	23	793	772	766	0%	0%	*	*	*	100%	71%
Students with Disabilities	N	N	704	724	N	N	N	N	N	N	22%
Students without Disabilities	53	794	753	762	0%	0%	*	*	*	96%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	53	794	*	757	0%	0%	*	*	*	96%	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	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	54	800	754	754	0%	0%	*	*	*	98%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	50	800	754	742	0%	0%	*	*	*	98%	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	23	807	759	761	0%	0%	*	*	*	100%	64%
Male	31	794	750	748	0%	0%	*	*	*	97%	48%
Economically Disadvantaged Students	21	805	*	739	0%	0%	*	*	*	100%	37%
Non-Economically Disadvantaged Students	33	797	*	764	0%	0%	*	*	*	97%	68%
Students with Disabilities	*	*	*	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	*	760	*	*	*	*	*	*	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	54	800	*	755	0%	0%	*	*	*	98%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance 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	53	812	760	760	0%	0%	0%	*	*	100%	63%
White	*	*	782	768	*	*	*	*	*	*	72%
Hispanic	46	813	759	746	0%	0%	0%	*	*	100%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	782	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	31	815	768	769	0%	0%	0%	*	*	100%	72%
Male	22	809	751	752	0%	0%	0%	*	*	100%	54%
Economically Disadvantaged Students	29	822	758	742	0%	0%	0%	*	*	100%	44%
Non-Economically Disadvantaged Students	24	800	779	771	0%	0%	0%	*	*	100%	73%
Students with Disabilities	*	*	*	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	768	*	*	*	*	*	*	71%
English Learners	N	N	703	705	N	N	N	N	N	N	11%
Non-English Learners	53	812	767	762	0%	0%	0%	*	*	100%	64%
Homeless Students	N	N	*	729	N	N	N	N	N	N	32%
Students in Foster Care	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

SARA M. GILMORE ACADEMY
(17-5240-140)
Grades Offered: 01-08
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	812	758	759	0%	0%	0%	*	*	100%	60%
White	*	*	788	767	*	*	*	*	*	*	70%
Hispanic	39	812	756	744	0%	0%	0%	*	*	100%	45%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	31	816	766	768	0%	0%	0%	*	*	100%	69%
Male	18	806	749	751	0%	0%	0%	*	*	100%	52%
Economically Disadvantaged Students	21	808	755	740	0%	0%	0%	*	*	100%	42%
Non-Economically Disadvantaged Students	28	816	785	769	0%	0%	0%	*	*	100%	71%
Students with Disabilities	N	N	723	719	N	N	N	N	N	N	19%
Students without Disabilities	49	812	761	766	0%	0%	0%	*	*	100%	68%
English Learners	N	N	695	703	N	N	N	N	N	N	*
Non-English Learners	49	812	764	761	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	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

SARA M. GILMORE ACADEMY
(17-5240-140)
Grades Offered: 01-08
2017-2018

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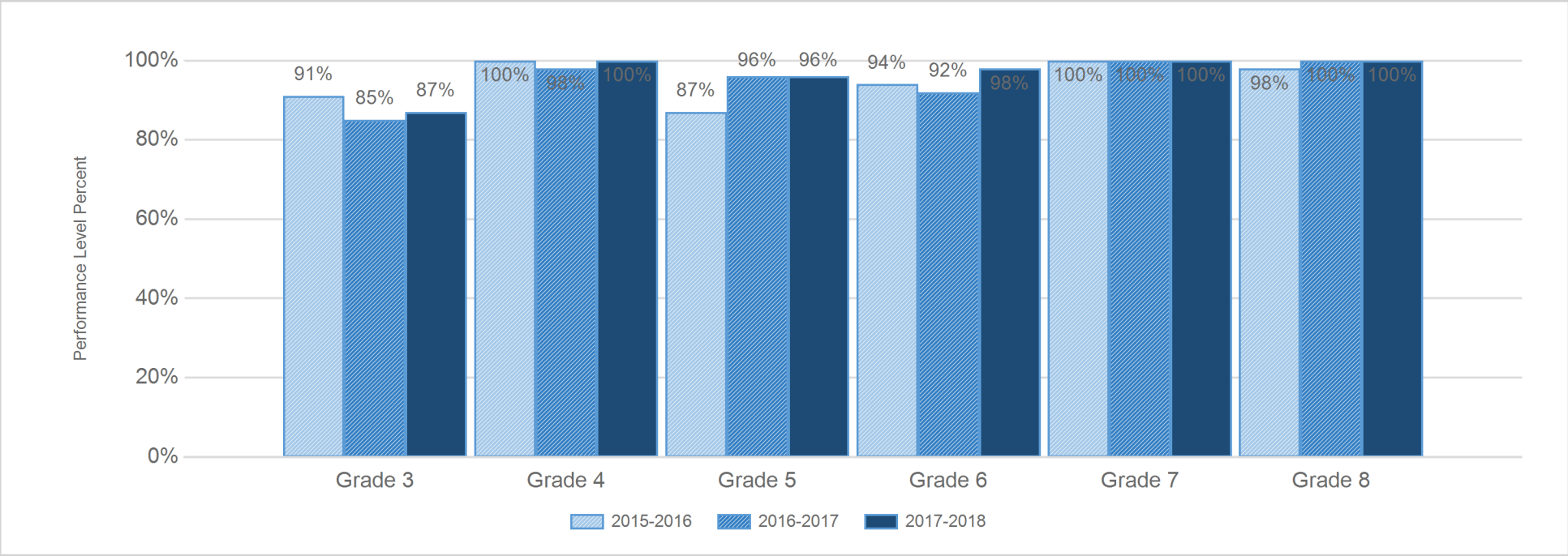
English Language Arts/Literacy Assessment - Performance Trends

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

SARA M. GILMORE ACADEMY
(17-5240-140)
Grades Offered: 01-08
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	303	99.7	77.9	33.7	45.0	77.9	77.5	Met Target
White	23	100.0	78.2	43.2	54.1	78.2	72.7	Met Target
Hispanic	257	99.6	77.8	*	29.2	77.8	76.9	Met Target
Black or African American	*	*	*	42.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.0	67.8	77.0	75.0	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	169	99.4	78.7	34.7	46.0	78.7		
Male	134	100.0	76.9	32.9	43.9	76.9		
Economically Disadvantaged Students	147	99.3	85.0	32.0	26.6	85.0	79.5	Met Goal
Non-Economically Disadvantaged Students	156	100.0	71.1	49.2	55.9	71.1		
Students with Disabilities	*	*	*	*	17.1	*	**	**
Students without Disabilities	*	*	*	*	50.5	*		
English Learners	58	100.0	86.2	27.3	24.6	86.2	80	Met Goal
Non-English Learners	245	99.6	75.9	38.3	46.9	75.9		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	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

SARA M. GILMORE ACADEMY
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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	46	772	745	752	0%	*	*	*	*	80%	53%
White	*	*	762	760	*	*	*	*	*	*	64%
Hispanic	34	766	744	739	0%	*	*	*	*	76%	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	28	769	745	752	0%	*	*	*	*	75%	53%
Male	18	777	745	751	0%	*	*	*	*	89%	53%
Economically Disadvantaged Students	22	775	743	736	0%	*	*	*	*	86%	35%
Non-Economically Disadvantaged Students	24	770	758	762	0%	*	*	*	*	75%	66%
Students with Disabilities	*	*	738	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	745	756	*	*	*	*	*	*	57%
English Learners	N	N	732	726	N	N	N	N	N	N	23%
Non-English Learners	46	772	752	754	0%	*	*	*	*	80%	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

SARA M. GILMORE ACADEMY
(17-5240-140)
Grades Offered: 01-08
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	47	779	739	748	0%	0%	*	*	*	89%	49%
White	*	*	748	755	*	*	*	*	*	*	60%
Hispanic	41	780	*	737	0%	0%	*	*	*	90%	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	24	779	739	748	0%	0%	*	*	*	88%	50%
Male	23	779	740	748	0%	0%	*	*	*	91%	49%
Economically Disadvantaged Students	23	784	738	733	0%	0%	*	*	*	96%	30%
Non-Economically Disadvantaged Students	24	775	755	758	0%	0%	*	*	*	83%	62%
Students with Disabilities	N	N	711	725	N	N	N	N	N	N	22%
Students without Disabilities	47	779	742	753	0%	0%	*	*	*	89%	55%
English Learners	N	N	*	722	N	N	N	N	N	N	16%
Non-English Learners	47	779	*	750	0%	0%	*	*	*	89%	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	*	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

SARA M. GILMORE ACADEMY
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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	53	773	738	748	0%	*	*	64%	23%	87%	49%
White	*	*	742	756	*	*	*	*	*	*	60%
Hispanic	46	772	737	736	0%	*	*	*	*	87%	32%
Black or African American	*	*	731	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	32	775	740	749	0%	*	*	*	*	97%	50%
Male	21	769	736	747	0%	*	*	*	*	71%	48%
Economically Disadvantaged Students	30	776	736	733	0%	*	*	*	*	90%	29%
Non-Economically Disadvantaged Students	23	768	753	758	0%	*	*	*	*	83%	62%
Students with Disabilities	N	N	719	726	N	N	N	N	N	N	20%
Students without Disabilities	53	773	739	752	0%	*	*	64%	23%	87%	55%
English Learners	N	N	*	718	N	N	N	N	N	N	13%
Non-English Learners	53	773	*	750	0%	*	*	64%	23%	87%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

SARA M. GILMORE ACADEMY
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Grades Offered: 01-08
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	54	757	740	744	0%	*	*	65%	0%	65%	44%
White	*	*	745	751	*	*	*	*	*	*	54%
Hispanic	50	757	739	731	0%	*	*	64%	0%	64%	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	23	759	740	745	0%	*	*	*	*	65%	45%
Male	31	756	739	742	0%	*	*	*	*	65%	42%
Economically Disadvantaged Students	21	762	*	729	0%	*	*	81%	0%	81%	24%
Non-Economically Disadvantaged Students	33	754	*	753	0%	*	*	55%	0%	55%	56%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	54	757	*	745	0%	*	*	65%	0%	65%	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

SARA M. GILMORE ACADEMY
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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	53	761	737	743	0%	*	26%	*	*	70%	43%
White	*	*	751	750	*	*	*	*	*	*	54%
Hispanic	46	762	737	732	0%	*	26%	*	*	70%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	31	759	740	745	0%	*	*	*	*	65%	45%
Male	22	764	735	741	0%	*	*	*	*	77%	42%
Economically Disadvantaged Students	29	765	736	730	0%	*	*	*	*	76%	24%
Non-Economically Disadvantaged Students	24	756	745	751	0%	*	*	*	*	63%	55%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	50%
English Learners	N	N	715	716	N	N	N	N	N	N	10%
Non-English Learners	53	761	741	744	0%	*	26%	*	*	70%	45%
Homeless Students	N	N	*	720	N	N	N	N	N	N	14%
Students in Foster Care	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

SARA M. GILMORE ACADEMY
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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	49	777	741	728	0%	*	*	*	*	80%	28%
White	*	*	753	736	*	*	*	*	*	*	36%
Hispanic	39	780	741	722	0%	0%	*	*	*	85%	22%
Black or African American	N	N	*	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	31	780	745	731	0%	*	*	*	*	81%	31%
Male	18	773	738	725	0%	*	*	*	*	78%	26%
Economically Disadvantaged Students	21	775	740	719	0%	*	*	*	*	86%	20%
Non-Economically Disadvantaged Students	28	779	758	735	0%	*	*	*	*	75%	35%
Students with Disabilities	N	N	713	705	N	N	N	N	N	N	*
Students without Disabilities	49	777	744	735	0%	*	*	*	*	80%	*
English Learners	N	N	710	705	N	N	N	N	N	N	10%
Non-English Learners	49	777	746	729	0%	*	*	*	*	80%	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	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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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	731	746	N	N	N	N	N	N	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	N	N	730	730	N	N	N	N	N	N	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	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	734	748	N	N	N	N	N	N	48%
Male	N	N	728	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	730	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	741	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	709	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	734	752	N	N	N	N	N	N	52%
English Learners	N	N	707	710	N	N	N	N	N	N	*
Non-English Learners	N	N	736	749	N	N	N	N	N	N	*
Homeless Students	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

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(17-5240-140)
Grades Offered: 01-08
2017-2018

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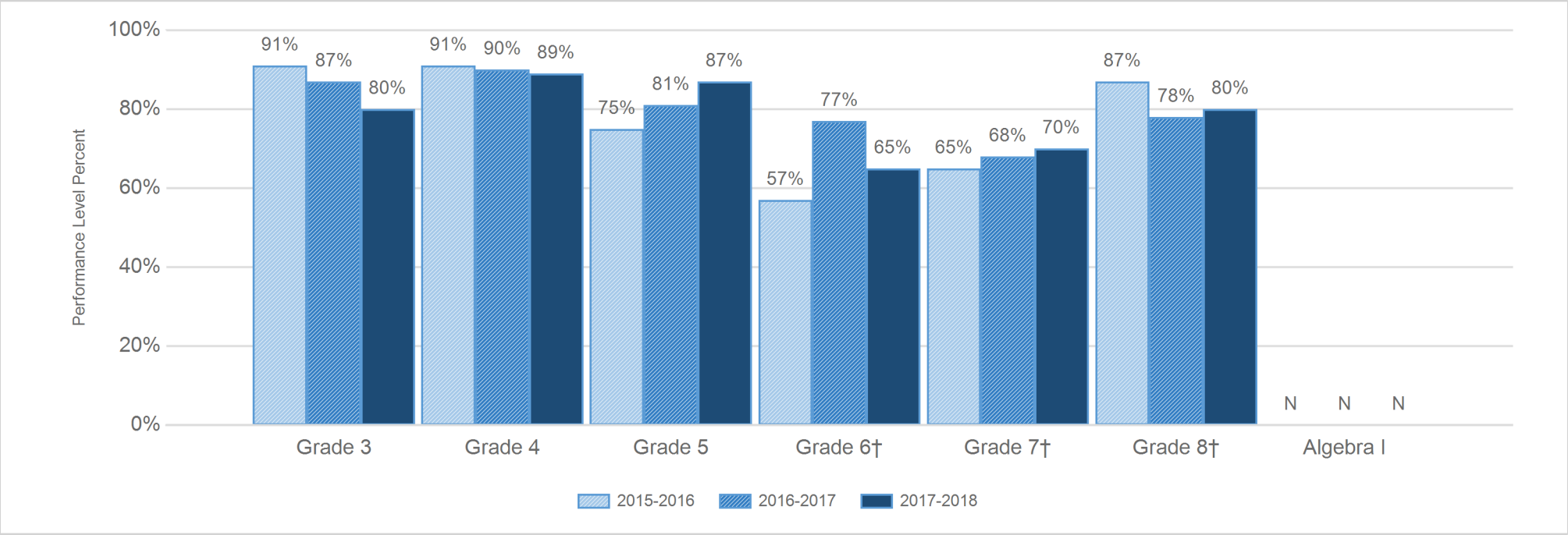
Mathematics Assessment – Performance Trends

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	N	N
4	N	N
5	N	N
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	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	15	60.0%	40.0%
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	54
7	0	0	26
8	N	N	N
Total	0	0	80

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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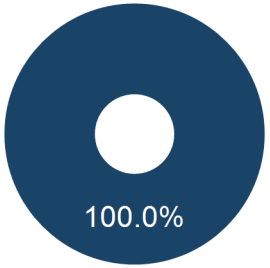
Visual and Performing Arts – Course Participation

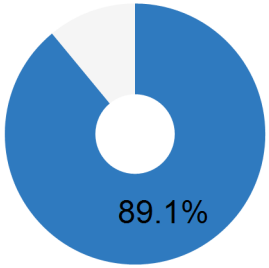
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

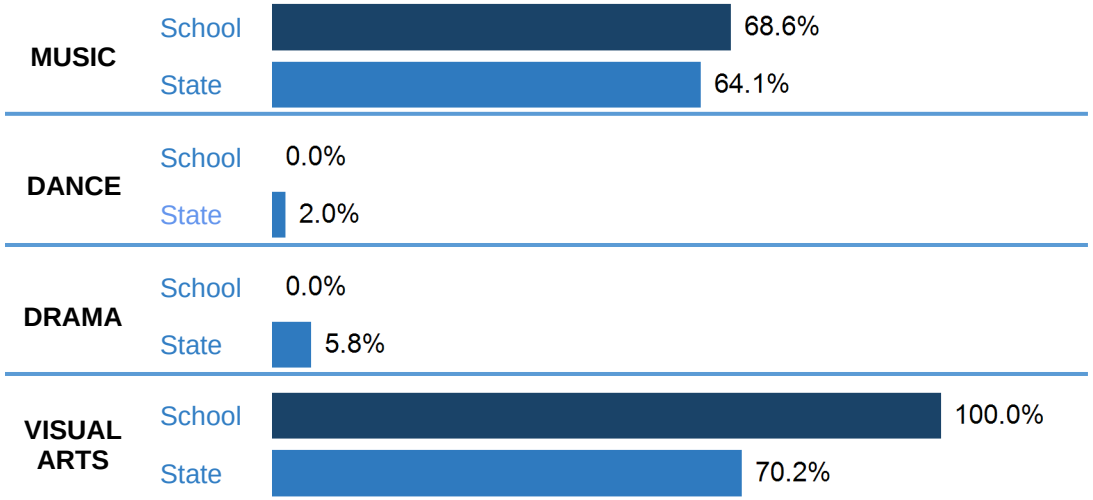


School



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.

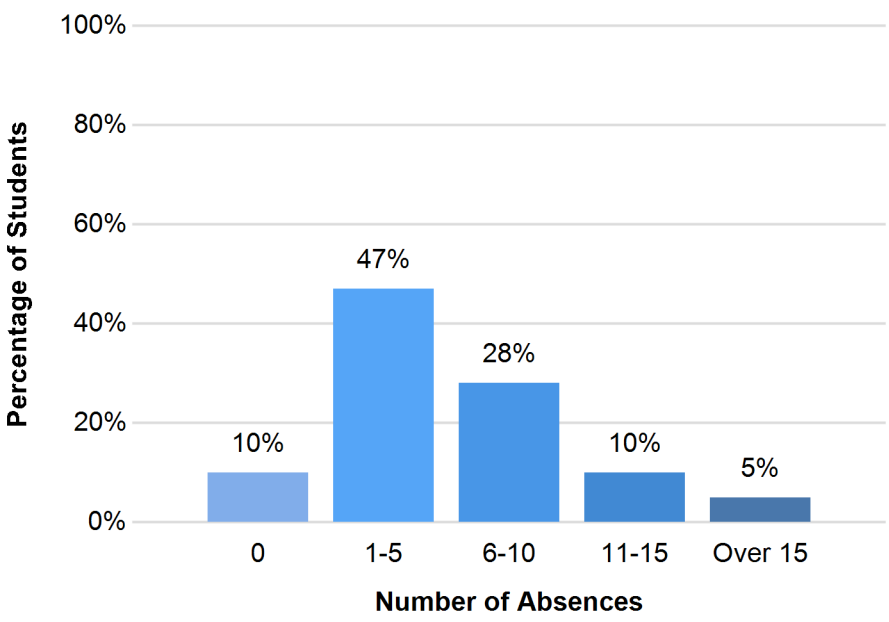
Chronic Absenteeism

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	9	2.3	8.6	Met
White	1	3.3	8.6	Met
Hispanic	8	2.4	8.6	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	0	0	8.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	4	2.0	8.6	Met
Students with Disabilities	*	*	**	**
English Learners	0	0	**	**

Days Absent

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



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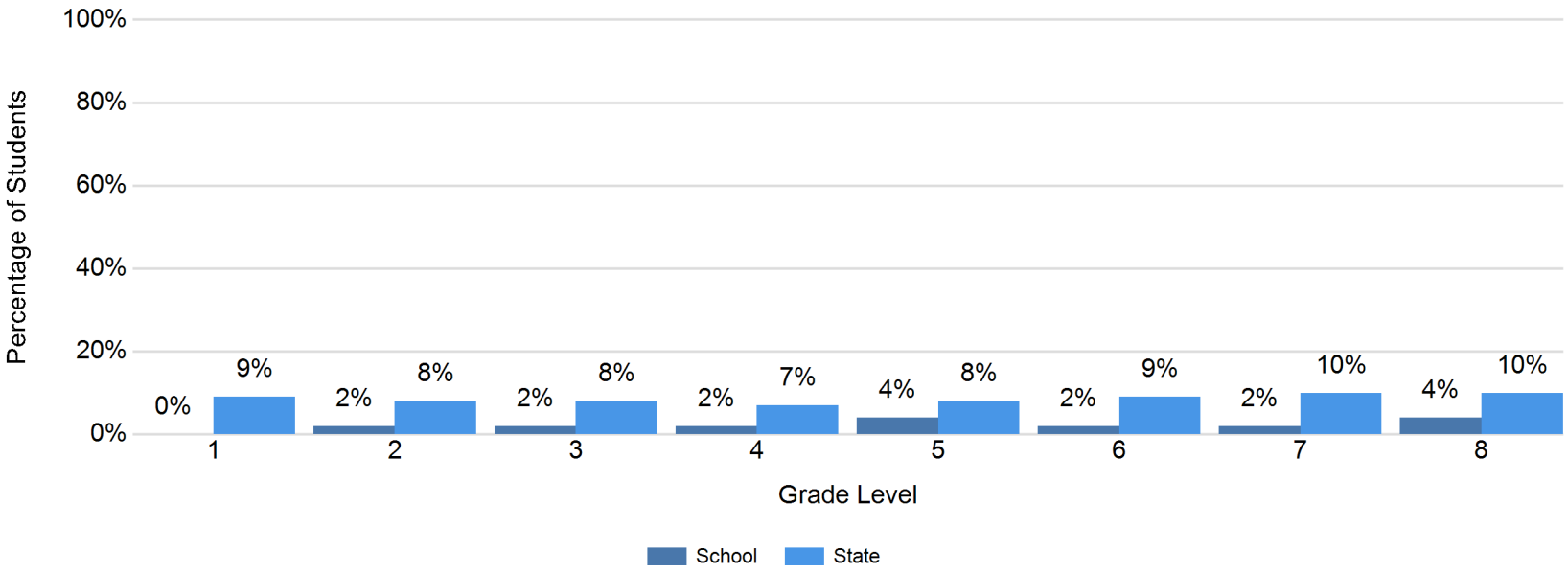
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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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	8:00 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	7 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

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

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,015	$14,981	$15,996

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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	29	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	12.0	10.7
Teachers in district for 4 or more years	82.8%	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	75	9,374
Average years experience in public schools	23.0	16.0
Average years experience in district	22.7	12.0
Administrators in district for 4 or more years	98.7%	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	14:1	16:1
Students to Administrators	198:1	183:1
Teachers to Administrators	15:1	12:1
Students to Librarians/Media Specialists		13733:1
Students to Nurses		763:1
Students to Counselors		981:1
Students to Child Study Team		254:1

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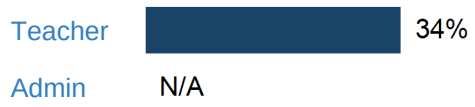
Teachers and Administrators - Level of Education

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

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	96.1%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	94.9%

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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	82.8%	50.0%
Male	17.2%	50.0%
White	51.7%	100.0%
Hispanic	44.8%	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	3.4%	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	100.00	17.5%
Mathematics Proficiency	99.29	17.5%
English Language Arts Growth	98.52	25.0%
Mathematics Growth	27.60	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	95.14	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	80.68	n/a
Summative Rating: Percentile Rank of Summative Score	91.77	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 Goal	Met Target	Exceeds Standard	Not Met	N	Met	No
White	**	**	No	Met Goal	Met Target	**	**	n/a	Met	No
Hispanic	77.96	14.08	No	Met Goal	Met Target	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	78.45	14.08	No	Met Goal	Met Goal	Exceeds Standard	Not Met	n/a	Met	No
Students with Disabilities	**	**	No	**	**	**	**	n/a	**	No
English Learners	98.05	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	Exceeds Standard	**	No

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

NJ SCHOOL PERFORMANCE REPORT

SARA M. GILMORE ACADEMY
(17-5240-140)
Grades Offered: 01-08
2017-2018

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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:	• Recognized as being one of the top 10 Elementary/Middle Schools in the state of New Jersey for 2018 • A 2014 National Blue Ribbon School • The Union City Gifted and Talented Program with a focus on arts integration across the curriculum
Mission, Vision, Theme:	At Sara M. Gilmore Academy, the academic and artistic potential of each student is realized and developed in a technologically rich environment, through the development and implementation of an integrated academic and fine & performing arts curriculum. All students possess special academic and artistic potentials and talents. It is the school's vision to identify, nurture and realize these attributes which in turn will foster and encourage the growth of self-esteem.
Awards, Recognition, Accomplishments:	Sara Gilmore has received the National Blue Ribbon Schools Award in 2004 and 2014. Based on our current test scores and general academic performance and programming, we are once again eligible to apply for the National Blue Ribbon Schools Award in 2019. We have also been the recipients of the New Jersey Star School Award, New Jersey Best Practices Award, and the New Jersey High Performing Rewards School distinction.

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Courses, Curriculum, Instruction:	The district values its commitment to provide the highest quality learning experiences for students. We remain vigilant in our mission to ready each child for a successful future in post-secondary environments of college and career, to become productive members of society, and to become effective contributors within the 21st Century. To this goal, we enact a rigorous, comprehensive standard-driven curriculum for grades K-8 in which all NJSLS are addressed and integrated. In addition to the district curriculum, SGA enriches students through partnerships with Dancing Classrooms, Ballet Hispanico, NJ Audubon Society, MET Opera, and the Hudson County Gifted and Talented Consortium. In addition, we offer electives and MIAD (Multiple Intelligences Arts Domain) classes including, but not limited to, cooking, creative writing, STEM, engineering, and fine arts classes.
Clubs and Activities:	Sara M. Gilmore Academy offers various activities outside of the classroom. We currently offer JV and Varsity Forensics, Pawprints, the school newspaper, Drama Club, Photography Club, Fitness Club, Gilmore Glee, Student Council, Gilmore Band, Broadcasting, Reading Buddies, Teen Tech and Wildcats Dance.

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Before and After School Programs:	Sara M. Gilmore Academy offers an after-school enrichment program for ELA and Math based on teacher recommendation, classroom grades, and standardized test scores. During dismissal, we offer homework help for students. In addition, before school we have implemented a half hour of meditation and relaxation for students in grades 1-4 in order to get their day started on a calming note. The cast and crew of our school play all work after-school to ensure a high quality school production.
Staff and Professional Learning:	Professional development is provided through high quality professional learning activities that are aligned with teaching and learning standards. We have weekly PLC meetings with all staff in order discuss instruction and implementation of new initiatives. This serves as time for educators and administrators to collaborate. We have monthly staff meeting where we can speak to faculty and staff on more general and school wide plans. Throughout the year, staff members in grades 1-8 also attend workshops on a district-wide school initiative, Conquer Math. Union City also offers professional development on various topics throughout the school year. Through job-embedded coaching, external expert assistance, on and off campus workshops, conferences, and digital online resources we offer these opportunities to teachers.

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Student Supports and Services:	We have our weekly support service meetings to discuss the various academic, social-emotional, health, and family/home issues of our students. We have a full-time social worker available to all Sara Gilmore Academy students and families. Our social worker sees our students individually as well as during group sessions. The social worker also works with various organizations, such as Partners in Prevention, Perform Care and Supreme Consultants, to help support our students and parents. We also have 2 special education teachers on staff that work with our population of special needs students. Our ELL program enables students to move from their native language to English. We also offer a Peer Tutoring Program for students in grades 1-5, who work with our Middle School students during lunchtime in ELA and Math.
Student Health and Wellness:	Sara Gilmore Academy has a full-time nurse and nurse's assistant. Both work to ensure that our students are healthy and safe. Gilmore Academy ensures that all security guards and various teachers on each floor are trained in CPR. We also have a physical education teacher who runs a very comprehensive physical education program, which emphasizes exercise and healthy habits. Union City offers many opportunities to students and families to stay healthy and informed through various health and wellness fairs and activities that take place throughout the year. Our students are also offered free breakfast and lunch through the Community Eligibility Act.
Parent and Community Involvement:	Sara Gilmore has an excellent Parent Teacher Organization. Parents are consistently dedicated to creating a warm and nurturing environment for all of our students. Parents are invited to the school to chaperone field trips and events, read to our students, and decorate our hallways. Administrators, teachers and parents participate in a book club where books available in both English and Spanish are shared. Throughout the year, the PTO hosts events, such as Winterfest, where teachers and their families and students and their families can share quality time outside of the classroom. Once a month, SGA also offers Parent Workshops on various topics of interest, such as workshops on STEM, Math, organization and study habits, and social media, to students and their families. Gilmore also has a full-time Parent Liaison who keeps an open line of communication between students, their families and the school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents Gilmore uses parent and student surveys for all activities and workshops offered before, during, and after school.
Facilities:	We are proud of our building. It meets state codes and is well-equipped for all subjects. Our maintenance department does an excellent job of keeping our school clean. Our building is also LEEDS Gold Certified, ensuring its carbon footprint is minimized. Our state of the art kitchen, theater, gymnasium, and cafeteria ensure are students are learning in the best environment possible.
School Safety:	Gilmore runs all necessary security drills on a monthly basis. We have a staff of 5 security guards who assist on each floor and during arrival, dismissal, and lunch. The 4th and 5th grade students participate in police and fire safety programs. Our maintenance staff works diligently to maintain our building both clean and safe.

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Technology and STEM:	All students take a full-year technology course. Our classrooms are equipped with Smartboards. Students in grades 5-8 grade are one to one with Chromebooks. Students in grades 1-4 have access to iPad and iMac computers. We are currently participating in the Future Ready Program that encourages us to take a close look at our technology and how we currently use it, as well as how we can improve. Teachers actively use Google Classroom.