NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	ESSEX
District	EAST ORANGE
Principal Name	MS. CHAMPAGNE
Address	35 WINANS STREET EAST ORANGE, NJ 07017
Phone Number	(973)414-8600
Email Address	ANITA.CHAMPAGNE@EASTORANGE.K12.NJ.US
Website	http://tyson.eastorange.schoolfusion.us
Facebook	https://facebook.com/cicelytysonschool
Twitter	https://twitter.com/tysoneagles1

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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
6	118	113	112
7	108	107	107
8	94	101	100
9	112	108	100
10	97	107	104
11	106	93	102
12	102	104	89
Total	737	733	714

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	55.1%	54.6%	55.9%
Male	44.9%	45.4%	44.1%
Economically Disadvantaged Students	78.4%	79.8%	81.9%
Students with Disabilities	12.1%	11.6%	12.0%
English Learners	0.7%	0.4%	0.7%
Homeless Students		0.3%	0.6%
Students in Foster Care		0.4%	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	0.0%	0.3%	0.4%
Hispanic	5.3%	6.1%	6.7%
Black or African American	94.4%	93.6%	92.7%
Asian	0.1%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2015-16	2016-17	2017-18
Full Time Students	737	733	714
Shared Time Students	0	0	0
Full Time Equivalent	737	733	714

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	88.8%
Spanish	6.3%
Haitian	4.5%
Other Languages	0.4%

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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	50	50	Met Standard	51	35	50	Met Standard
White	*	72	50	**	*	*	51	**
Hispanic	68	58	49	Exceeds Standard	53.5	32.5	48	**
Black or African American	57.5	50	44	Met Standard	51	35	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	56.5	50	48	Met Standard	50	35	47	Met Standard
Students with Disabilities	41	42	41	Met Standard	26	32	43	**
English Learners	64	61	54	**	53	42	51	**

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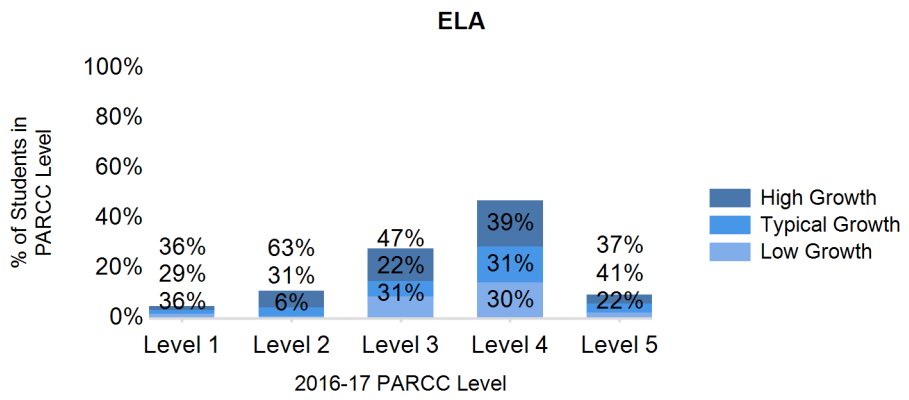
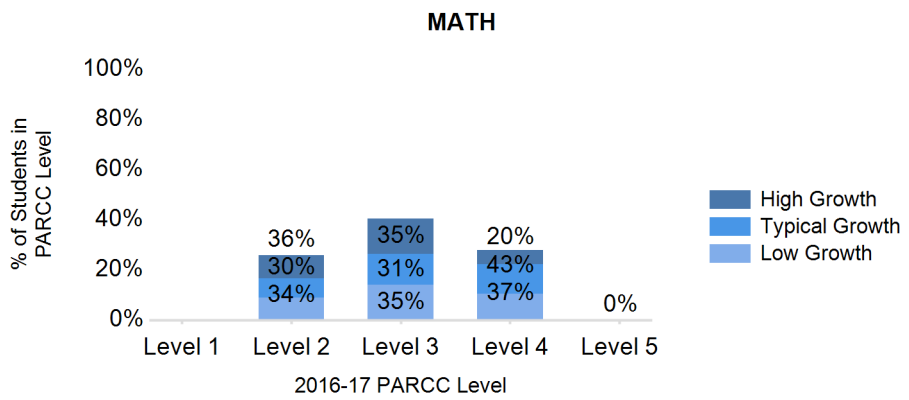
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

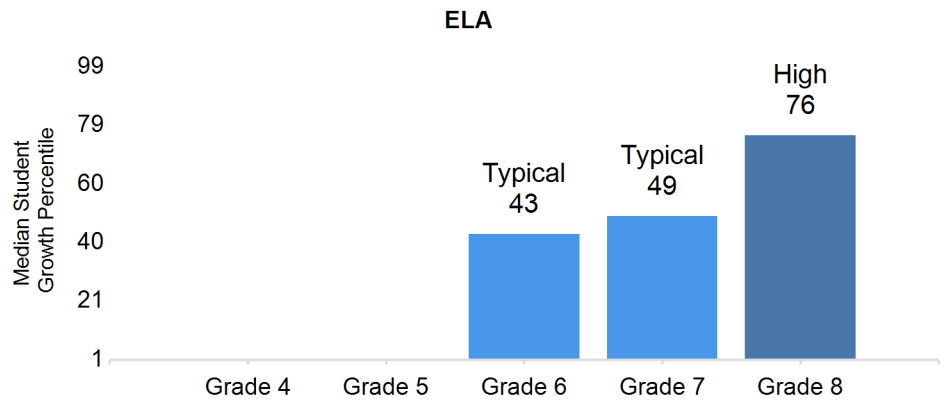
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

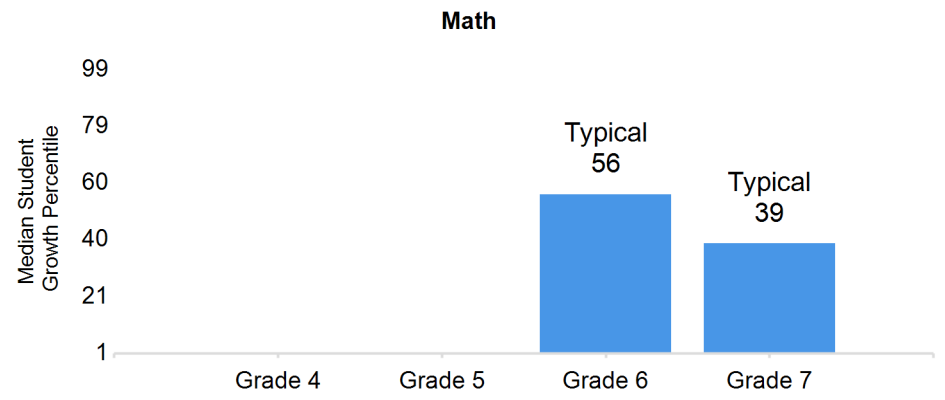




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	513	98.3	61.2	40.7	56.7	61.2	45.1	Met Target
White	*	*	*	43.4	65.6	*	**	**
Hispanic	36	97.4	69.4	39.5	42.5	69.4	42.1	Met Target
Black or African American	473	98.4	60.7	40.7	37.3	60.7	45.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	278	97.6	70.1	*	64.5	70.1		
Male	235	99.2	50.6	*	49.4	50.6		
Economically Disadvantaged Students	327	98.2	61.2	39.7	38.5	61.2	44.2	Met Target
Non-Economically Disadvantaged Students	186	98.4	61.3	43.7	67.5	61.3		
Students with Disabilities	64	95.7	40.6	16.0	21.6	40.6	22.8	Met Target
Students without Disabilities	449	98.7	64.1	45.2	63.9	64.1		
English Learners	19	100.0	57.9	25.2	27.3	57.9	**	**
Non-English Learners	494	98.2	61.4	41.7	59.4	61.4		
Homeless Students	*	*	*	23.5	27.7	*		
Students In Foster Care	*	*	*	30.3	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	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 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	105	754	742	754	*	*	30%	*	*	59%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	*	*	741	742	*	*	*	*	*	*	42%
Black or African American	95	754	*	737	*	*	31%	*	*	58%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	55	763	749	761	*	*	31%	*	*	64%	64%
Male	50	745	735	748	*	*	28%	*	*	54%	48%
Economically Disadvantaged Students	71	753	741	739	*	*	*	*	*	55%	37%
Non-Economically Disadvantaged Students	34	757	747	764	*	*	*	*	*	68%	68%
Students with Disabilities	11	717	*	723	*	*	*	*	*	18%	18%
Students without Disabilities	94	759	*	760	*	*	*	*	*	64%	63%
English Learners	N	N	725	712	N	N	N	N	N	N	*
Non-English Learners	105	754	743	755	*	*	30%	*	*	59%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	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	94	761	741	760	*	*	21%	36%	29%	65%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	83	760	741	740	*	*	22%	37%	27%	64%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	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	42	774	748	769	*	*	*	38%	40%	79%	72%
Male	52	751	735	752	*	*	*	35%	19%	54%	54%
Economically Disadvantaged Students	58	762	741	742	*	*	17%	*	*	67%	44%
Non-Economically Disadvantaged Students	36	760	742	771	*	*	28%	*	*	61%	73%
Students with Disabilities	11	721	*	721	*	*	*	*	*	27%	22%
Students without Disabilities	83	766	*	768	*	*	*	*	*	70%	71%
English Learners	N	N	709	705	N	N	N	N	N	N	11%
Non-English Learners	94	761	743	762	*	*	21%	36%	29%	65%	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%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	760	743	759	*	*	22%	53%	13%	66%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	*	*	745	744	*	*	*	*	*	*	45%
Black or African American	*	*	743	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	52	769	*	768	*	*	*	*	*	81%	69%
Male	45	750	733	751	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	64	765	*	740	*	*	*	*	*	70%	42%
Non-Economically Disadvantaged Students	33	751	*	769	*	*	*	*	*	58%	71%
Students with Disabilities	*	*	709	719	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	766	*	*	*	*	*	*	68%
English Learners	N	N	718	703	N	N	N	N	N	N	*
Non-English Learners	97	760	744	761	*	*	22%	53%	13%	66%	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	755	727	752	*	10%	36%	*	*	53%	55%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	713	735	*	*	*	*	*	*	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	34%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	51%
Two or More Races	N	N	*	760	N	N	N	N	N	N	63%
Female	65	758	737	759	*	*	31%	*	*	58%	63%
Male	33	751	718	744	*	*	45%	*	*	42%	46%
Economically Disadvantaged Students	60	752	726	733	*	*	38%	*	*	50%	34%
Non-Economically Disadvantaged Students	38	760	731	761	*	*	32%	*	*	58%	65%
Students with Disabilities	*	*	694	716	*	*	*	*	*	*	15%
Students without Disabilities	*	*	733	758	*	*	*	*	*	*	62%
English Learners	N	N	684	691	N	N	N	N	N	N	*
Non-English Learners	98	755	731	755	*	10%	36%	*	*	53%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	719	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	54%
Migrant Students	N	N	N	696	N	N	N	N	N	N	10%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 10

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	100	759	728	749	*	*	26%	40%	16%	56%	51%
White	*	*	*	756	*	*	*	*	*	*	58%
Hispanic	*	*	711	733	*	*	*	*	*	*	38%
Black or African American	94	758	730	728	*	*	27%	39%	16%	55%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	50%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	58	770	742	759	*	*	22%	*	*	71%	60%
Male	42	743	714	739	*	*	31%	*	*	36%	42%
Economically Disadvantaged Students	62	760	729	730	*	*	24%	*	*	56%	34%
Non-Economically Disadvantaged Students	38	757	724	758	*	*	29%	*	*	55%	59%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	15%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	N	N	685	684	N	N	N	N	N	N	*
Non-English Learners	100	759	731	752	*	*	26%	40%	16%	56%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	707	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	706	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
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 11

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).

Note: Grade 11 students who take the AP/IB English exam are exempt from taking the PARCC ELA exam and their performance may not be reflected in the PARCC ELA Grade 11 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	96	776	742	736	0%	*	*	54%	30%	84%	39%
White	N	N	N	737	N	N	N	N	N	N	41%
Hispanic	*	*	*	731	*	*	*	*	*	*	35%
Black or African American	*	*	*	729	*	*	*	*	*	*	31%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	759	N	N	N	N	N	N	60%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	25%
Two or More Races	N	N	N	737	N	N	N	N	N	N	39%
Female	63	783	754	745	0%	*	*	*	*	90%	48%
Male	33	762	728	728	0%	*	*	*	*	73%	31%
Economically Disadvantaged Students	48	775	741	730	0%	*	*	54%	29%	83%	33%
Non-Economically Disadvantaged Students	48	777	744	739	0%	*	*	54%	31%	85%	42%
Students with Disabilities	*	*	708	708	*	*	*	*	*	*	13%
Students without Disabilities	*	*	746	742	*	*	*	*	*	*	44%
English Learners	N	N	*	702	N	N	N	N	N	N	*
Non-English Learners	96	776	*	738	0%	*	*	54%	30%	84%	*
Homeless Students	*	*	*	721	*	*	*	*	*	*	22%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	729	N	N	N	N	N	N	31%
Migrant Students	N	N	N	707	N	N	N	N	N	N	*

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
2017-2018

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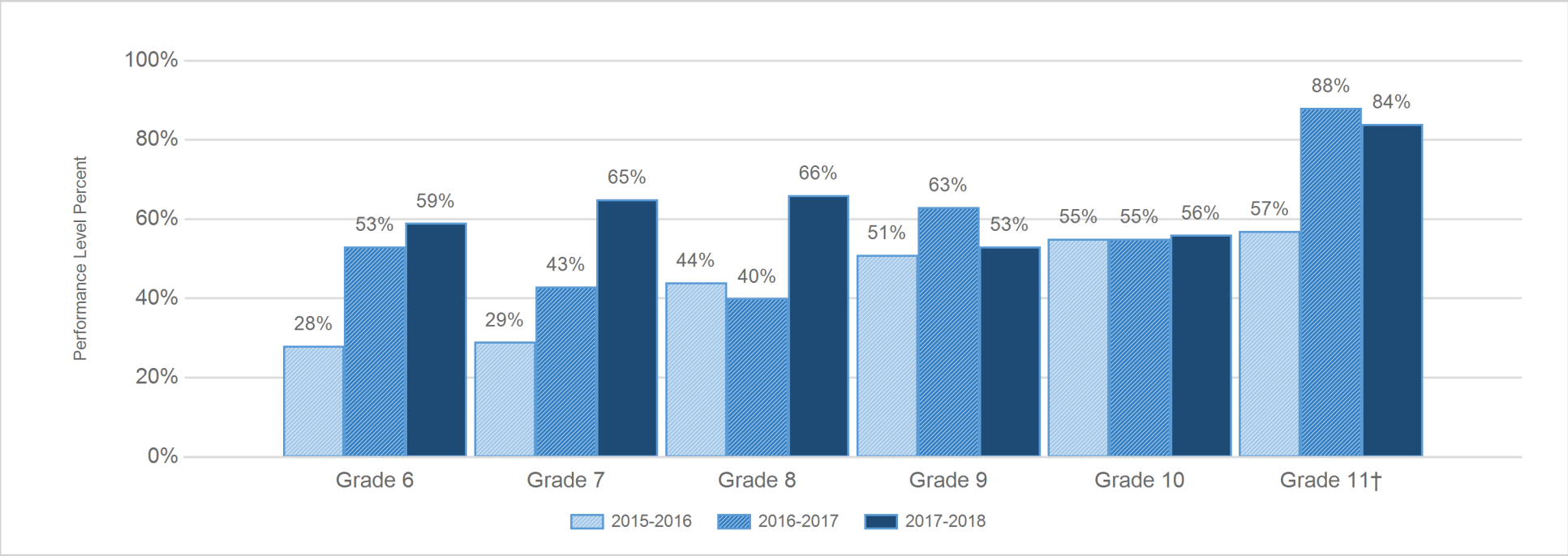
English Language Arts/Literacy Assessment - Performance Trends

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.



† Grade 11 students who take AP/IB English are exempt from taking the PARCC ELA exam and their performance may not be reflected in the results.

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
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	514	98.3	29.6	20.0	45.0	29.6	20.9	Met Target
White	*	*	*	26.1	54.1	*	**	**
Hispanic	36	97.4	41.7	21.0	29.2	41.7	14.2	Met Target
Black or African American	474	98.4	28.7	19.9	23.4	28.7	21.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	279	97.6	34.4	22.5	46.0	34.4		
Male	235	99.2	23.8	17.6	43.9	23.8		
Economically Disadvantaged Students	328	98.2	28.6	19.2	26.6	28.6	20.4	Met Target
Non-Economically Disadvantaged Students	186	98.4	31.2	22.6	55.9	31.2		
Students with Disabilities	64	95.7	20.3	*	17.1	20.3	17.8	Met Target
Students without Disabilities	450	98.7	30.8	*	50.5	30.8		
English Learners	19	100.0	26.3	11.7	24.6	26.3	**	**
Non-English Learners	495	98.2	29.7	20.6	46.9	29.7		
Homeless Students	*	*	*	11.0	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
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	105	738	722	744	*	21%	42%	*	*	34%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	724	731	*	*	*	*	*	*	27%
Black or African American	95	737	*	726	*	21%	42%	*	*	34%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	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	55	745	726	745	*	18%	33%	*	*	49%	45%
Male	50	730	718	742	*	24%	52%	*	*	18%	42%
Economically Disadvantaged Students	71	737	721	729	*	*	39%	*	*	32%	24%
Non-Economically Disadvantaged Students	34	740	726	753	*	*	47%	*	*	38%	56%
Students with Disabilities	11	709	*	717	*	*	*	*	*	*	13%
Students without Disabilities	94	741	*	748	*	*	*	*	*	*	49%
English Learners	N	N	714	713	N	N	N	N	N	N	11%
Non-English Learners	105	738	723	745	*	21%	42%	*	*	34%	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	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

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
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	94	734	719	743	*	*	36%	29%	0%	29%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	83	733	719	727	*	28%	36%	*	*	25%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	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	42	739	721	745	*	*	36%	*	*	33%	45%
Male	52	731	718	741	*	*	37%	*	*	25%	42%
Economically Disadvantaged Students	58	736	*	730	*	*	*	*	*	29%	24%
Non-Economically Disadvantaged Students	36	732	*	751	*	*	*	*	*	28%	55%
Students with Disabilities	11	715	*	717	*	*	*	*	*	*	12%
Students without Disabilities	83	737	*	748	*	*	*	*	*	*	50%
English Learners	N	N	709	716	N	N	N	N	N	N	10%
Non-English Learners	94	734	720	744	*	*	36%	29%	0%	29%	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

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
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	86	733	715	728	15%	23%	28%	34%	0%	34%	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	*	*	718	722	*	*	*	*	*	*	22%
Black or African American	*	*	714	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	44	738	*	731	*	*	*	*	*	41%	31%
Male	42	728	711	725	*	*	*	*	*	26%	26%
Economically Disadvantaged Students	56	732	715	719	*	*	*	30%	0%	30%	20%
Non-Economically Disadvantaged Students	30	735	712	735	*	*	*	40%	0%	40%	35%
Students with Disabilities	*	*	692	705	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	735	*	*	*	*	*	*	*
English Learners	N	N	698	705	N	N	N	N	N	N	10%
Non-English Learners	86	733	716	729	15%	23%	28%	34%	0%	34%	29%
Homeless Students	*	*	*	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	*	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
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	107	737	721	746	*	*	39%	30%	0%	30%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	*	*	711	730	*	*	*	*	*	*	27%
Black or African American	*	*	722	727	*	*	*	*	*	*	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	*	755	N	N	N	N	N	N	54%
Female	71	738	724	748	*	*	42%	*	*	31%	48%
Male	36	735	717	745	*	*	33%	*	*	28%	44%
Economically Disadvantaged Students	68	738	720	729	*	*	40%	29%	0%	29%	25%
Non-Economically Disadvantaged Students	39	735	723	756	*	*	38%	31%	0%	31%	57%
Students with Disabilities	*	*	698	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	724	752	*	*	*	*	*	*	52%
English Learners	N	N	696	710	N	N	N	N	N	N	*
Non-English Learners	107	737	723	749	*	*	39%	30%	0%	30%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	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

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
2017-2018

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Mathematics Assessment - Performance by Test: Geometry

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	96	727	714	735	*	44%	40%	*	*	13%	30%
White	*	*	*	740	*	*	*	*	*	*	37%
Hispanic	*	*	713	723	*	*	*	*	*	*	14%
Black or African American	91	728	714	719	*	44%	41%	*	*	12%	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	56	730	716	736	*	43%	39%	*	*	14%	30%
Male	40	724	712	734	*	45%	40%	*	*	10%	29%
Economically Disadvantaged Students	59	726	714	722	*	46%	36%	*	*	12%	13%
Non-Economically Disadvantaged Students	37	729	714	741	*	41%	46%	*	*	14%	38%
Students with Disabilities	*	*	*	713	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	738	*	*	*	*	*	*	*
English Learners	N	N	702	711	N	N	N	N	N	N	*
Non-English Learners	96	727	716	736	*	44%	40%	*	*	13%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
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Mathematics Assessment - Performance by Test: Algebra II

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	88	715	705	727	31%	31%	24%	15%	0%	15%	30%
White	N	N	*	733	N	N	N	N	N	N	35%
Hispanic	*	*	703	710	*	*	*	*	*	*	14%
Black or African American	*	*	*	705	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	766	N	N	N	N	N	N	66%
American Indian or Alaska Native	N	N	N	729	N	N	N	N	N	N	28%
Two or More Races	N	N	N	736	N	N	N	N	N	N	37%
Female	55	713	709	728	29%	*	18%	*	*	15%	30%
Male	33	719	700	727	33%	*	33%	*	*	15%	30%
Economically Disadvantaged Students	46	717	705	709	30%	33%	*	*	*	20%	13%
Non-Economically Disadvantaged Students	42	713	703	736	31%	29%	*	*	*	10%	37%
Students with Disabilities	*	*	692	693	*	*	*	*	*	*	*
Students without Disabilities	*	*	706	732	*	*	*	*	*	*	*
English Learners	N	N	679	691	N	N	N	N	N	N	*
Non-English Learners	88	715	706	729	31%	31%	24%	15%	0%	15%	*
Homeless Students	N	N	*	703	N	N	N	N	N	N	10%
Students in Foster Care	N	N	*	693	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	717	N	N	N	N	N	N	20%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%

NJ SCHOOL PERFORMANCE REPORT

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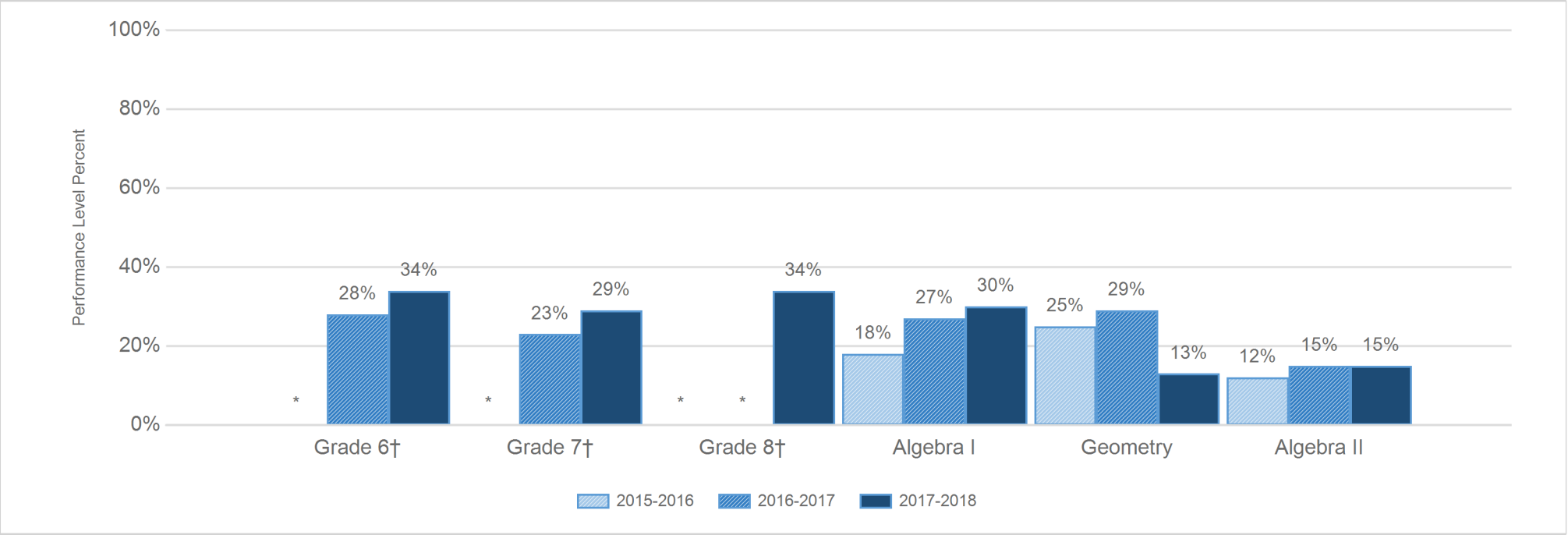
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
2017-2018

Report Key:
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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	N	N	N
5 or more	N	N	N

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

NJASK Science Assessment Information

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

Biology Assessment Information

New Jersey transitioned from the Biology Assessment 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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2017-18. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2017-18	96.6%	85.0%
12th graders taking SAT in 2017-18 or prior years	97.8%	72.2%
12th graders taking ACT in 2017-18 or prior years	*	24.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	438	478	Grade 10: 430 Grade 11: 460	46%	62%
PSAT 10/NMSQT - Math	434	478	Grade 10: 480 Grade 11: 510	15%	42%
SAT - Reading and Writing	479	542	480	48%	72%
SAT - Math	458	543	530	22%	54%
ACT - Reading	*	24	22	*	62%
ACT - English	*	24	18	*	78%
ACT - Math	*	24	22	*	62%
ACT - Science	*	23	23	*	53%

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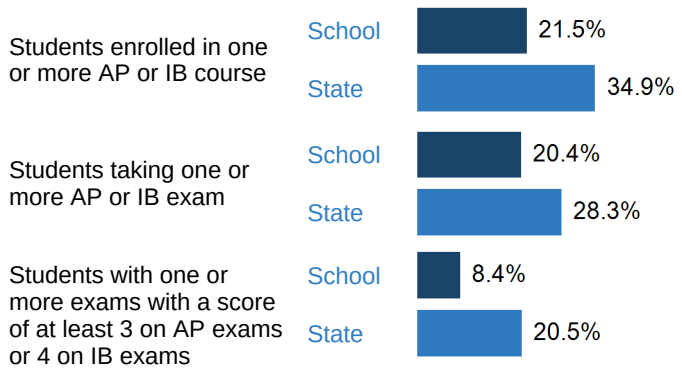
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

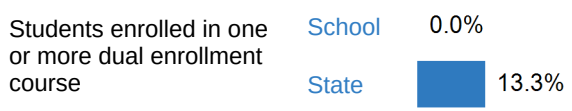
AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



Dual Enrollment Coursework - Participation

This graph shows the percentage students enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.



AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	0	3
AP Chemistry	5	5
AP English Language and Composition	16	16
AP English Literature and Composition	13	13
AP Macroeconomics	0	1
AP Statistics	0	3
AP Studio Art—Drawing Portfolio	0	2
AP Studio Art—Two-Demensional	11	2
AP U.S. Government and Politics	8	9
AP U.S. History	13	13
AP World History	10	11
Total Exams taken		78
Exams with scores of at least 3 on AP exams or 4 on IB exams		21

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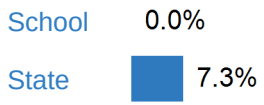
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the NJDOE's Career and Technical Education website.

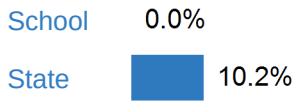
Career and Technical Education Participation

The graphs below show the percentage of students who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

CTE Participants
(completed only one course in an approved CTE program)



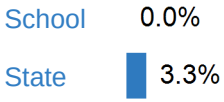
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%

Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
6	0	0	0	0	0	0	112
7	0	0	0	0	0	0	106
8	11	0	0	0	0	0	88
9	96	4	0	0	0	0	100
10	1	95	8	0	0	0	104
11	1	0	84	15	0	0	85
12	0	0	2	36	0	0	2
Total	109	99	94	51	0	0	597
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	0	0	27	0	74	0
10	1	80	0	0	0	0
11	14	43	0	0	0	0
12	3	32	3	0	24	0
Total	18	155	30	0	98	0
Enrolled in AP/IB Course	0	5		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	100	0	0	0	0	0
10	0	87	0	0	0	0
11	1	86	0	0	2	3
12	0	46	0	0	17	31
Total	101	219	0	0	19	34
Enrolled in AP/IB Course	10	13	0	0		8
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	45	0	0	0	0	0
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
9	6	1	0	0	0	0	0
10	25	18	0	0	0	0	0
11	15	44	0	0	0	0	0
12	19	22	0	0	0	0	0
Total	65	130	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	11	3	0	0	0	0	0

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the NJDOE Seal of Biliteracy website for more information.

Language	Students Earning a Seal of Biliteracy
Total	0

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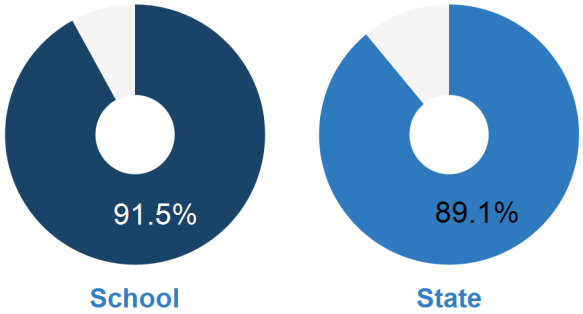
Visual and Performing Arts – Course Participation

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.

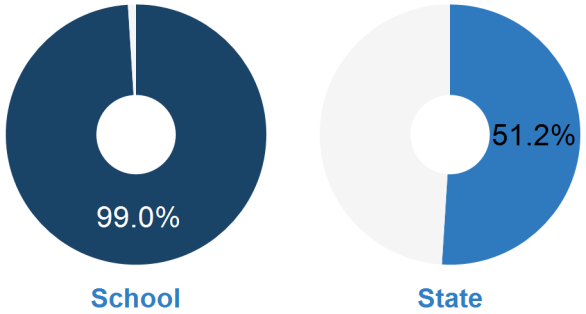
Grades 6-8:

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

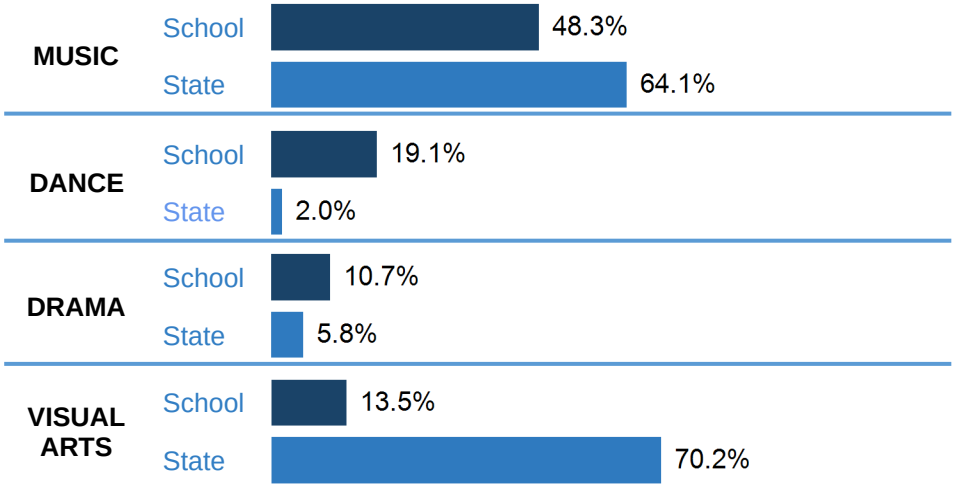


Grades 9-12:

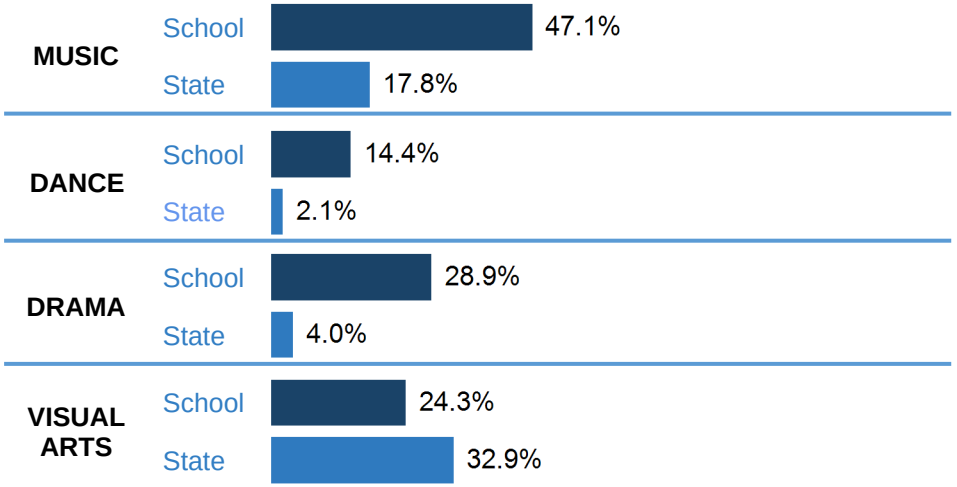
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:



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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2017 4-year rate and the Class of 2016 5-year rates are included with a flag for whether the annual targets were met. 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	School - Class of 2018: 4 Year Rate	State - Class of 2018: 4 Year Rate	School - Class of 2017: 5 Year Rate	State - Class of 2017: 5 Year Rate	Class of 2017: 4 Year Rate	Class of 2017: 4 Year Target	Class of 2017: Met Target	Class of 2016: 5 Year Rate	Class of 2016: 5 Year Target	Class of 2016: Met Target
Schoolwide	97.8%	90.9%	97.2%	92.4%	97.2%	N	Met Goal	99.0%	N	Met Goal
White	N	95.0%	N	95.7%	N	N	N	N	N	N
Hispanic	*	84.8%	*	87.3%	*	**	**	*	**	**
Black or African American	*	84.2%	*	86.8%	*	N	Met Goal	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	N	97.0%	N	97.7%	N	N	N	*	**	**
American Indian or Alaska Native	N	86.5%	N	94.1%	N	N	N	N	N	N
Two or More Races	N	92.0%	N	93.9%	N	N	N	N	N	N
Economically Disadvantaged Students	97.0%	84.6%	97.3%	87.0%	97.3%	N	Met Goal	100.0%	N	Met Goal
Students with Disabilities	90.0%	80.1%	100.0%	83.5%	100.0%	**	**	100.0%	**	**
English Learners	N	75.8%	N	81.8%	N	N	N	*	**	**
Homeless Students	N	72.6%	*	79.1%	*			N		
Students in Foster Care	N	62.6%	N	64.9%						

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Graduation Pathways

This table shows the percentage of Class of 2018 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
PARCC Assessment	91.1%	55.6%
Substitute Competency Test	5.6%	22.2%
Portfolio Appeals Process	0.0%	14.4%
Alternate Requirements specified in IEP	3.3%	7.8%
Unknown	0.0%	0.0%

Graduation Rate Trends

This table shows the 4-year and 5-year graduation rates by graduating class.

Class of	4-Year Rate	5-Year Rate
2018	97.8%	-
2017	97.2%	97.2%
2016	99.0%	99.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9-12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2017-2018	0.3%	1.2%
2016-2017	1.5%	1.1%
2015-2016	0.2%	1.2%

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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72.8%	27.6%	72.4%
Schoolwide	76.7%	11.6%	88.4%
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	75.4%	12.2%	87.8%
Students with Disabilities	*	*	*
English Learners	N	N	N

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2017 high school graduates enrolled in postsecondary institutions by the fall of 2018. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.9%	31.9%	68.1%	72.5%	27.5%	64.9%	35.1%
Schoolwide	80%	11.9%	88.1%	79.8%	20.2%	81%	19%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	80.5%	14.5%	85.5%	77.4%	22.6%	83.9%	16.1%
Students with Disabilities	72.7%	25%	75%	87.5%	12.5%	75%	25%
English Learners	N	N	N	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
2017-2018

Report Key:
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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.

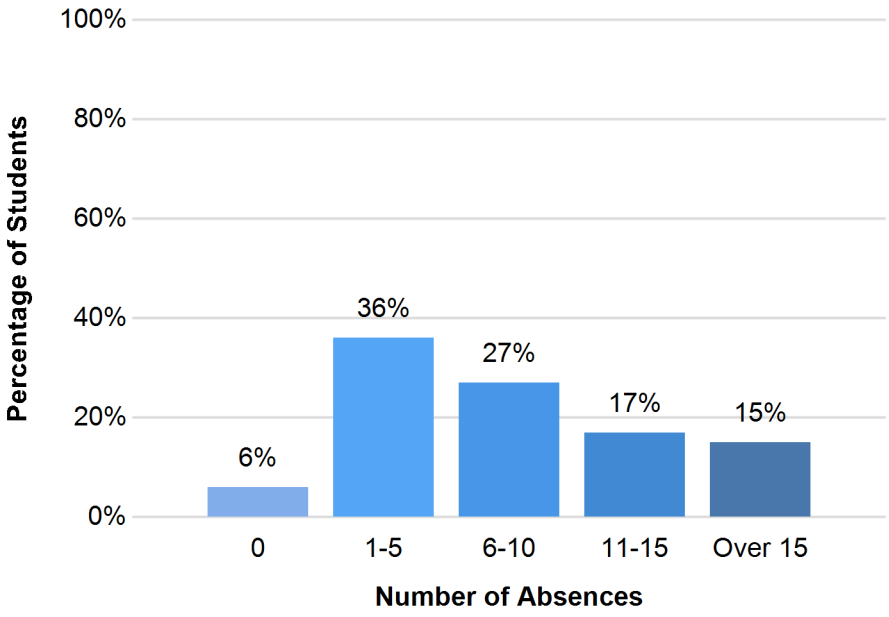
Chronic Absenteeism

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	46	6.3	12.6	Met
White	*	*	**	**
Hispanic	4	8.3	12.6	Met
Black or African American	42	6.2	12.6	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	38	6.4	12.6	Met
Students with Disabilities	10	11.5	12.6	Met
English Learners	*	*	**	**

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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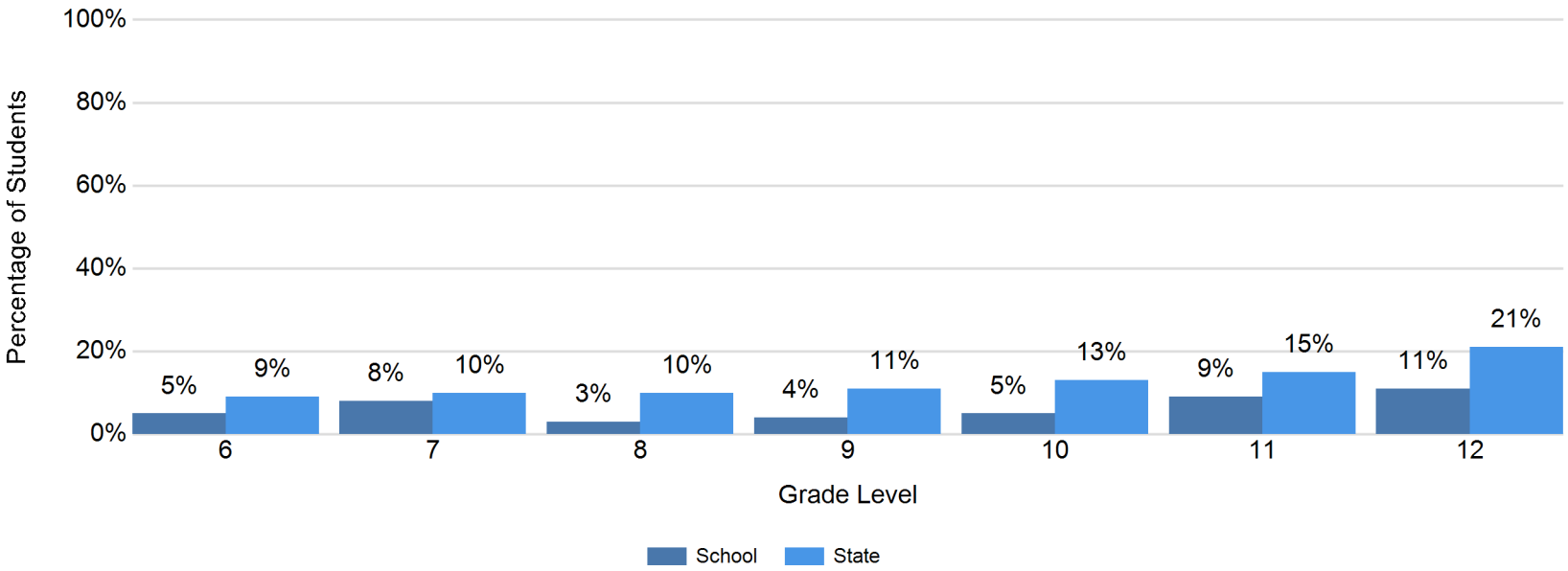
Chronic Absenteeism by Grade

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	1
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.42

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	1
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	2	2
No Identified Nature	3		3

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	45	6.3%
Any Suspension	45	6.3%
Removal to other education program	0	0.0%
Expulsion	*	*
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
121

NJ SCHOOL PERFORMANCE REPORT

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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	8:05 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	3 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$968	$20,713	$21,681

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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	76	117,464
Average years experience in public schools	11.9	12.0
Average years experience in district	9.7	10.7
Teachers in district for 4 or more years	75.0%	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	68	9,374
Average years experience in public schools	22.4	16.0
Average years experience in district	20.1	12.0
Administrators in district for 4 or more years	94.1%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	12:1
Students to Administrators	238:1	146:1
Teachers to Administrators	25:1	12:1
Students to Librarians/Media Specialists		1102:1
Students to Nurses		381:1
Students to Counselors		300:1
Students to Child Study Team		155:1

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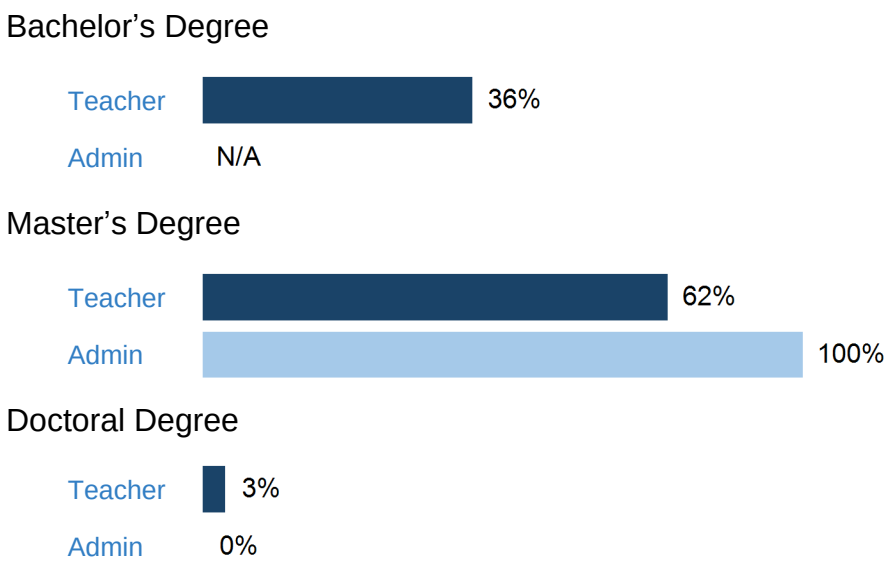
Teachers and Administrators - Level of Education

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	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	92.4%	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	93.4%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	61.8%	33.3%
Male	38.2%	66.7%
White	28.9%	0.0%
Hispanic	10.5%	0.0%
Black or African American	60.5%	100.0%
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		

NJ SCHOOL PERFORMANCE REPORT

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(13-1210-150)
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2017-2018

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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	81.25	12.5%
Mathematics Proficiency	68.75	12.5%
Graduation Rate - 4-Year	76.60	15.0%
Graduation Rate - 5-Year	87.23	15.0%
English Language Arts Growth	95.83	15.0%
Mathematics Growth	77.78	15.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	79.55	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	81.30	n/a
Summative Rating: Percentile Rank of Summative Score	95.83	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%	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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: 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 Goal	Met Goal	Met Standard	Met Standard	N	Met	No
White	**	**	No	**	**	N	N	**	**	n/a	**	No
Hispanic	82.51	14.08	No	Met Target	Met Target	**	**	Exceeds Standard	**	n/a	Met	No
Black or African American	80.09	21.20	No	Met Target	Met Target	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	N	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	N	N	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	82.56	21.20	No	Met Target	Met Target	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	62.83	14.08	No	Met Target	Met Target	**	**	Met Standard	**	n/a	Met	No
English Learners	**	**	No	**	**	N	**	**	**	**	**	No

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

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School Narrative

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

Highlights:	• -Tyson offers a dual credit program that includes courses such as Psychology 101 and Sociology 101 • -The graduating class of 2018 received over $9 million in scholarships. • - The school specializes in 14 art majors including both visual and performing arts.
Mission, Vision, Theme:	CTS will become one of the best schools for both the academics and the arts through an advanced level of training within the context of a 21st century digital comprehensive college prep school. We are committed to fostering relationships through partnerships with the Arts community, institutions of higher learning and community-based organizations, promoting a culture that respects and celebrates harmony in diversity, and achieving academic excellence.
Awards, Recognition, Accomplishments:	CTS has demonstrated excellence in both the academic and the arts. Identified in 2012 by NJAEP as a model school for the arts, was featured in the September 2014 edition of Inside Jersey, awarded bronze status by US News for the past 5 years and identified by ICLE as a 2016 model school. Recipient of at least 12 Paper Mill Playhouse Rising Star Awards and a lifetime participant of the Theater Development Fund scholarship. Through the support of the school's namesake, Cicely L. Tyson, students are exposed to real-world opportunities in the arts including, but not limited BET Awards, Kennedy Center Honors, and performances with well-renowned actors, singers, dancers, etc.

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Courses, Curriculum, Instruction:	The schools core content area consists of the Arts as a vehicle along with Math, Science, Language Arts, World Languages, and Computer skills. Students are exposed to a highly rigorous college curriculum that includes AP and dual-credit programs, courses such as sociology, urban studies and multicultural literature. As a certified Future Ready School, students are exposed to 21st Century skills that allow them to compete in a global market.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys and Girls), Cross-Country (Boys and Girls), Football (Boys), Soccer (Boys and Girls), Softball (Girls), Tennis (Girls), Track and Field-Winter (Boys and Girls), Cheerleading (Boys and Girls), Wrestling (Boys), Volleyball (Boys and Girls), Track and Field-Spring (Boys and Girls) All the students at Cicely L. Tyson School of Performing and Fine Arts are able to participate in a District-wide athletic program.
Clubs and Activities:	The school's visual and performing arts as well as extra-curricular activities cultivates character, critical thinking, and social action while developing student's career goal. Clubs include MOVE, Male Mentoring, Community Service, and Diversity Club. Students also participate in theatrical and musical productions. Students are encouraged to hone in on their own talents and creative ability. National Honor Society, Student Council, and Thespian Society are intricate parts of the school leadership community.

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Before and After School Programs:	National Honor Society, Male/Female Mentoring, MOVE, Diversity Club, Set Design, Student Council, Thespian Society, Community Service, and clubs associated with all 14 art majors. Afterschool tutoring is offered for both the middle and high school. Programs are under teacher advisorships and support grades 6-12. Often students are participating in rehearsals pertaining to their art major.
Staff and Professional Learning:	Professional development at Tyson is mainly data driven and job embedded with an underline purpose of developing and maintaining collaborative relationships between administration and teachers in order to improve student learning. Our training ranges from integration of technology throughout instruction, the infusion of cross curricular literacy and writing skills, the use of innovative math strategies and the infusion of the arts in core curricular content areas. The building focuses on small group instruction and the implementation of learning stations. The teachers often participate in book studies to stay abreast of research-based best practices.
Postsecondary Information:	Approximately 93% of our students attend post secondary institutions including notable HBCUs. Programs that support students in applying to college or financial aid are HESSA, Upward Bound, Cooperman and scholars programs. The building's counselors facilitate workshops including but not limiting to financial aid, SAT/ACT Prep, and post-secondary career options. Students participate in extended arts programs at Juilliard and NJPAC. Students have also participated in summer programs at both Harvard and Berkley College for Music.

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Student Supports and Services:	Tyson offers tutoring and credit recovery after scchool for 6 through 12th grade. Upward Bound programs such as Kean, Seton Hall, Rutgers and NJIT universities help to tutor our students among other means of support. Partnerships with Montclair University for students who are interning in the area Social Work and Mental Health. There is an active Intervention & Referral Services Team that puts together plans for students considered at-risk and monitors implementation and progress. Under the facilitation of the HIB specialist, peer leaders are developed for peer-to-peer mentoring around healthy decision-making strategies.
Student Health and Wellness:	Nutritious lunches and breakfast are available daily. YAK committee comprised of various stakeholder meet monthly to address nutritional concerns. Health and Physical Education are combined to make up our wellness curriculum. Each course offers students a combination of health concepts and related physical activities designed to build skills, knowledge and attitudes needed to participate in an active healthy lifestyle. School nurses address the major health problems experienced by children. Nurses and teachers work in collaboration to conduct lessons in the classroom centered around wellness and healthy living.
Parent and Community Involvement:	The collaborative efforts of the larger community help to further support Tyson's mission. Parent participation on the School Leadership Council include the development and implementation of strategies that continuously foster future success. Involvement with the Parent Teacher Organization allow state-holders the opportunity to plan and participate in the decision-making process and monitoring of curricular, co-curricular, and extracurricular aspects of the school's program.

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY MIDDLE/HIGH SCHOOL
(13-1210-150)
Grades Offered: 06-12
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

School Narrative

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Technology and STEM:	The school is equipped with a Smartboard and the ability to utilize Smart technology in every classroom. As a certified Future Ready School, students engage in extensive and imaginative use of technology on a daily basis included the use of the Google platform and availability of laptops, chromebooks, and IPods to enhance teaching and learning. Technology is used as a means to communicate with parents. Naviance is used as a career-builder mechanism to communicate between the school and colleges. All students in the 9th grade take PSI course (physics) in hopes of being in an advance science program upon graduating. Tyson would like to see themselves as a future STEAM school.