NJ SCHOOL PERFORMANCE REPORT

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	MR. HAMILTON
Address	215 DODD ST EAST ORANGE, NJ 07017-2106
Phone Number	(973)266-5880
Email Address	H.HAMILTON@EASTORANGE.K12.NJ.US
Website	http://houston.eastorange.schoolfusion.us
Facebook	https://www.facebook.com/WhitneyHoustonAcademy/
Twitter	https://twitter.com/WEHAcademy

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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	15	14	15
KG	20	14	21
1	29	33	25
2	40	27	31
3	36	42	27
4	35	34	43
5	22	33	33
6	59	49	58
7	49	61	51
8	53	50	59
Total	358	357	363

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	52.0%	49.6%	49.0%
Male	48.0%	50.4%	51.0%
Economically Disadvantaged Students	81.0%	81.2%	88.7%
Students with Disabilities	18.2%	14.3%	16.5%
English Learners	0.8%	0.6%	0.3%
Homeless Students		2.2%	2.5%
Students in Foster Care		1.1%	0.6%
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%	0.0%	0.3%
Hispanic	5.6%	5.3%	4.4%
Black or African American	93.9%	94.4%	95.3%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.3%	0.0%
Two or More Races	0.6%	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	15	14	15
KG - Half Day	0	0	0
KG - Full Day	20	14	21

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	95.6%
Spanish	3.0%
Haitian	1.1%
Other Languages	0.3%

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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	51	50	50	Met Standard	33	35	50	Not Met
White	N	72	50	**	N	*	51	**
Hispanic	62	58	49	**	*	32.5	48	**
Black or African American	51	50	44	Met Standard	32	35	44	Not Met
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	51	50	48	Met Standard	31.5	35	47	Not Met
Students with Disabilities	60.5	42	41	Exceeds Standard	23.5	32	43	Not Met
English Learners	*	61	54	**	*	42	51	**

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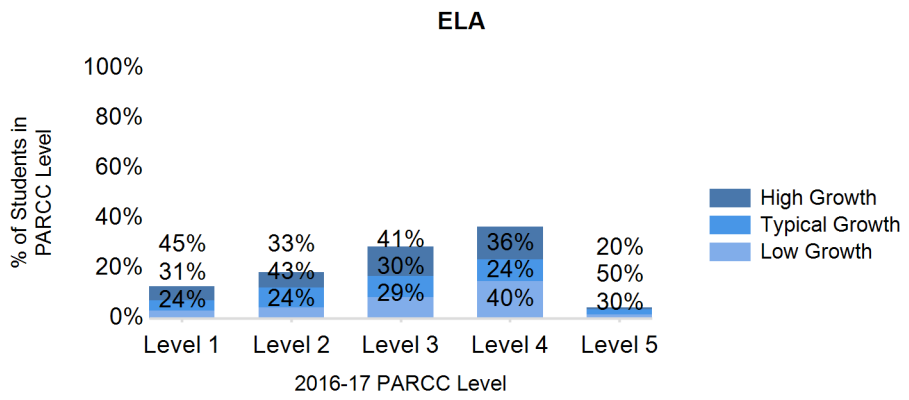
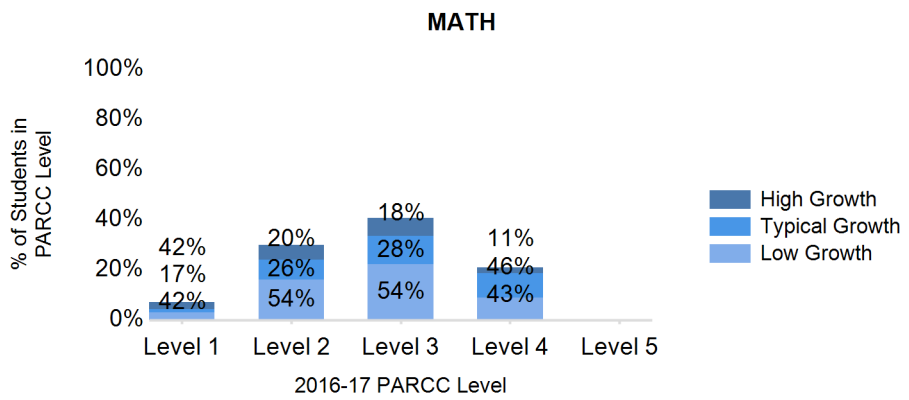
Student Growth by Performance Level

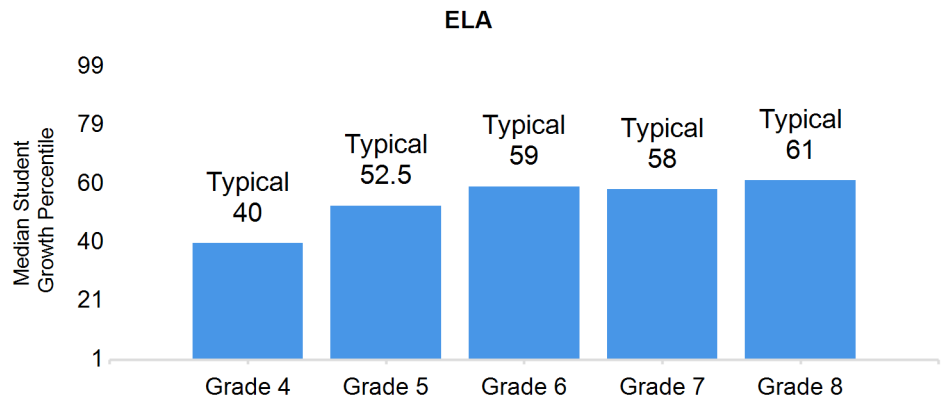
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

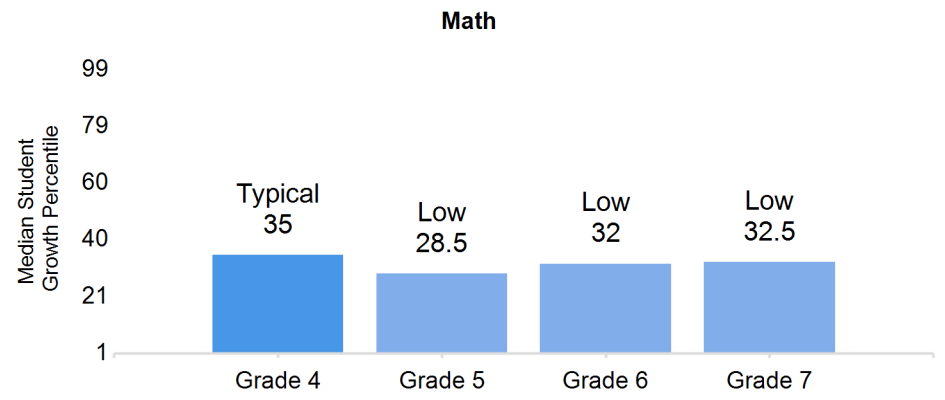




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	262	98.2	45.0	40.7	56.7	45.0	36.5	Met Target
White	N	N	N	43.4	65.6	N	**	**
Hispanic	10	100.0	60.0	39.5	42.5	60.0	**	**
Black or African American	252	98.1	44.4	40.7	37.3	44.4	37.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	124	97.7	55.7	*	64.5	55.7		
Male	138	98.6	35.5	*	49.4	35.5		
Economically Disadvantaged Students	204	98.6	44.2	39.7	38.5	44.2	37.7	Met Target
Non-Economically Disadvantaged Students	58	96.8	48.2	43.7	67.5	48.2		
Students with Disabilities	46	95.9	19.5	16.0	21.6	19.5	11.7	Met Target
Students without Disabilities	216	98.7	50.5	45.2	63.9	50.5		
English Learners	*	*	*	25.2	27.3	*	**	**
Non-English Learners	*	*	*	41.7	59.4	*		
Homeless Students	*	*	*	23.5	27.7	*		
Students In Foster Care	N	N	N	30.3	26.3	N		
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 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	26	732	735	750	*	*	*	*	*	27%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	N	N	732	736	N	N	N	N	N	N	38%
Black or African American	26	732	735	733	*	*	*	*	*	27%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	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	11	750	744	756	*	*	*	*	*	36%	57%
Male	15	719	727	744	*	*	*	*	*	20%	46%
Economically Disadvantaged Students	*	*	733	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	742	762	*	*	*	*	*	*	64%
Students with Disabilities	N	N	692	719	N	N	N	N	N	N	24%
Students without Disabilities	26	732	741	756	*	*	*	*	*	27%	57%
English Learners	N	N	717	712	N	N	N	N	N	N	15%
Non-English Learners	26	732	736	753	*	*	*	*	*	27%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	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	44	742	746	756	*	*	43%	*	*	36%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	758	744	*	*	*	*	*	*	44%
Black or African American	*	*	745	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	20	745	751	762	*	*	*	*	*	35%	63%
Male	24	740	741	751	*	*	*	*	*	38%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	751	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	715	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	44	742	*	759	*	*	43%	*	*	36%	61%
Homeless Students	*	*	728	729	*	*	*	*	*	*	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	*	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	33	746	747	755	0%	*	36%	*	*	48%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	*	*	737	743	*	*	*	*	*	*	43%
Black or African American	*	*	748	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	*	763	N	N	N	N	N	N	65%
Female	19	754	754	762	0%	*	*	*	*	68%	66%
Male	14	735	739	749	0%	*	*	*	*	21%	51%
Economically Disadvantaged Students	*	*	745	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	752	766	*	*	*	*	*	*	71%
Students with Disabilities	N	N	709	724	N	N	N	N	N	N	22%
Students without Disabilities	33	746	752	762	0%	*	36%	*	*	48%	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	33	746	*	757	0%	*	36%	*	*	48%	60%
Homeless Students	*	*	733	731	*	*	*	*	*	*	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	57	744	742	754	*	*	35%	*	*	44%	56%
White	N	N	*	761	N	N	N	N	N	N	66%
Hispanic	N	N	741	742	N	N	N	N	N	N	42%
Black or African American	57	744	*	737	*	*	35%	*	*	44%	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	30	751	749	761	*	*	*	*	*	53%	64%
Male	27	735	735	748	*	*	*	*	*	33%	48%
Economically Disadvantaged Students	46	745	741	739	*	*	*	*	*	43%	37%
Non-Economically Disadvantaged Students	11	738	747	764	*	*	*	*	*	45%	68%
Students with Disabilities	15	715	*	723	*	*	*	*	*	13%	18%
Students without Disabilities	42	754	*	760	*	*	*	*	*	55%	63%
English Learners	N	N	725	712	N	N	N	N	N	N	*
Non-English Learners	57	744	743	755	*	*	35%	*	*	44%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	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	50	756	741	760	*	*	32%	*	*	56%	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	741	740	*	*	*	*	*	*	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	21	761	748	769	*	*	*	*	*	67%	72%
Male	29	753	735	752	*	*	*	*	*	48%	54%
Economically Disadvantaged Students	33	752	741	742	*	*	*	*	*	45%	44%
Non-Economically Disadvantaged Students	17	764	742	771	*	*	*	*	*	76%	73%
Students with Disabilities	11	746	*	721	*	*	*	*	*	36%	22%
Students without Disabilities	39	759	*	768	*	*	*	*	*	62%	71%
English Learners	N	N	709	705	N	N	N	N	N	N	11%
Non-English Learners	50	756	743	762	*	*	32%	*	*	56%	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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	741	743	759	*	24%	*	*	*	49%	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	25	759	*	768	*	*	*	*	*	68%	69%
Male	34	729	733	751	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	45	742	*	740	*	*	*	*	*	51%	42%
Non-Economically Disadvantaged Students	14	740	*	769	*	*	*	*	*	43%	71%
Students with Disabilities	20	715	709	719	*	*	*	*	*	15%	19%
Students without Disabilities	39	755	*	766	*	*	*	*	*	67%	68%
English Learners	N	N	718	703	N	N	N	N	N	N	*
Non-English Learners	59	741	744	761	*	24%	*	*	*	49%	*
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	*	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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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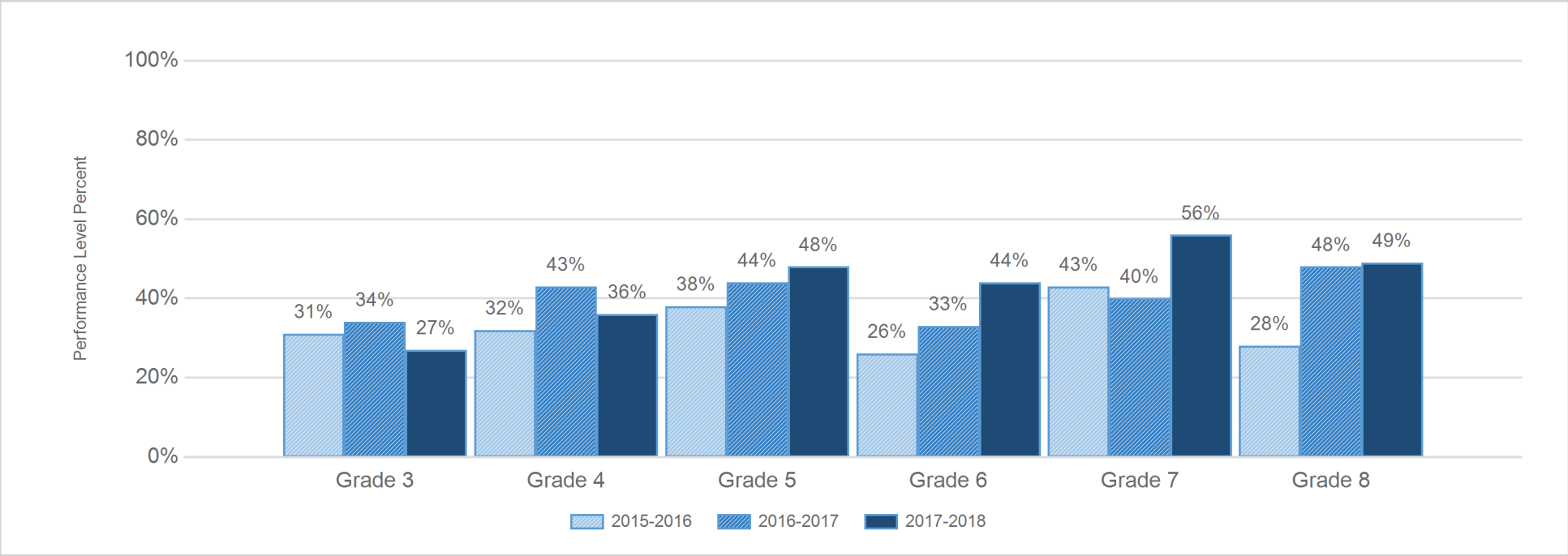
English Language Arts/Literacy Assessment - Performance Trends

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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	262	98.2	21.0	20.0	45.0	21.0	20.3	Met Target
White	N	N	N	26.1	54.1	N	**	**
Hispanic	10	100.0	40.0	21.0	29.2	40.0	**	**
Black or African American	252	98.1	20.2	19.9	23.4	20.2	21.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	124	97.7	25.8	22.5	46.0	25.8		
Male	138	98.6	16.6	17.6	43.9	16.6		
Economically Disadvantaged Students	204	98.6	21.6	19.2	26.6	21.6	21.4	Met Target
Non-Economically Disadvantaged Students	58	96.8	18.9	22.6	55.9	18.9		
Students with Disabilities	46	95.9	*	*	17.1	*	9.9	Met Target†
Students without Disabilities	216	98.7	*	*	50.5	*		
English Learners	*	*	*	11.7	24.6	*	**	**
Non-English Learners	*	*	*	20.6	46.9	*		
Homeless Students	*	*	*	11.0	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
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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	26	729	732	752	*	38%	42%	*	*	15%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	N	N	731	739	N	N	N	N	N	N	38%
Black or African American	26	729	732	734	*	38%	42%	*	*	15%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	11	734	735	752	*	*	*	*	*	18%	53%
Male	15	725	729	751	*	*	*	*	*	13%	53%
Economically Disadvantaged Students	*	*	730	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	740	762	*	*	*	*	*	*	66%
Students with Disabilities	N	N	709	730	N	N	N	N	N	N	29%
Students without Disabilities	26	729	735	756	*	38%	42%	*	*	15%	57%
English Learners	N	N	716	726	N	N	N	N	N	N	23%
Non-English Learners	26	729	733	754	*	38%	42%	*	*	15%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	732	729	748	*	27%	34%	*	*	27%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	737	737	*	*	*	*	*	*	34%
Black or African American	*	*	728	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	20	733	731	748	*	*	*	*	*	25%	50%
Male	24	731	726	748	*	*	*	*	*	29%	49%
Economically Disadvantaged Students	*	*	728	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	731	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	715	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	730	753	*	*	*	*	*	*	55%
English Learners	N	N	715	722	N	N	N	N	N	N	16%
Non-English Learners	44	732	729	750	*	27%	34%	*	*	27%	52%
Homeless Students	*	*	722	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	734	731	748	0%	33%	42%	*	*	24%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	*	*	727	736	*	*	*	*	*	*	32%
Black or African American	*	*	731	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	*	754	N	N	N	N	N	N	55%
Female	19	739	734	749	0%	*	*	*	*	32%	50%
Male	14	727	727	747	0%	*	*	*	*	14%	48%
Economically Disadvantaged Students	*	*	730	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	732	758	*	*	*	*	*	*	62%
Students with Disabilities	N	N	713	726	N	N	N	N	N	N	20%
Students without Disabilities	33	734	733	752	0%	33%	42%	*	*	24%	55%
English Learners	N	N	716	718	N	N	N	N	N	N	13%
Non-English Learners	33	734	731	750	0%	33%	42%	*	*	24%	51%
Homeless Students	*	*	726	722	*	*	*	*	*	*	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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
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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	57	720	722	744	23%	40%	18%	19%	0%	19%	44%
White	N	N	*	751	N	N	N	N	N	N	54%
Hispanic	N	N	724	731	N	N	N	N	N	N	27%
Black or African American	57	720	*	726	23%	40%	18%	19%	0%	19%	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	30	722	726	745	*	37%	*	*	*	27%	45%
Male	27	717	718	742	*	44%	*	*	*	11%	42%
Economically Disadvantaged Students	46	721	721	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	715	726	753	*	*	*	*	*	*	56%
Students with Disabilities	15	701	*	717	*	*	*	*	*	*	13%
Students without Disabilities	42	726	*	748	*	*	*	*	*	*	49%
English Learners	N	N	714	713	N	N	N	N	N	N	11%
Non-English Learners	57	720	723	745	23%	40%	18%	19%	0%	19%	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
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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	46	723	719	743	*	37%	33%	*	*	15%	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	719	727	*	*	*	*	*	*	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	18	725	721	745	*	*	*	*	*	22%	45%
Male	28	723	718	741	*	*	*	*	*	11%	42%
Economically Disadvantaged Students	31	718	*	730	*	*	*	*	*	10%	24%
Non-Economically Disadvantaged Students	15	734	*	751	*	*	*	*	*	27%	55%
Students with Disabilities	11	718	*	717	*	*	*	*	*	18%	12%
Students without Disabilities	35	725	*	748	*	*	*	*	*	14%	50%
English Learners	N	N	709	716	N	N	N	N	N	N	10%
Non-English Learners	46	723	720	744	*	37%	33%	*	*	15%	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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	709	715	728	*	*	*	*	*	*	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	22	716	*	731	*	*	*	*	*	*	31%
Male	32	705	711	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	40	708	715	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	14	713	712	735	*	*	*	*	*	*	35%
Students with Disabilities	19	690	692	705	*	*	*	*	*	*	*
Students without Disabilities	35	720	*	735	*	*	*	*	*	*	*
English Learners	N	N	698	705	N	N	N	N	N	N	10%
Non-English Learners	54	709	716	729	*	*	*	*	*	*	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	*	734	N	N	N	N	N	N	31%
Migrant Students	N	N	*	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

WHITNEY E. HOUSTON ACADEMY
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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	*	*	721	746	*	*	*	*	*	*	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	N	N	711	730	N	N	N	N	N	N	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	*	*	724	748	*	*	*	*	*	*	48%
Male	*	*	717	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	720	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	723	756	*	*	*	*	*	*	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	*	*	723	749	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	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

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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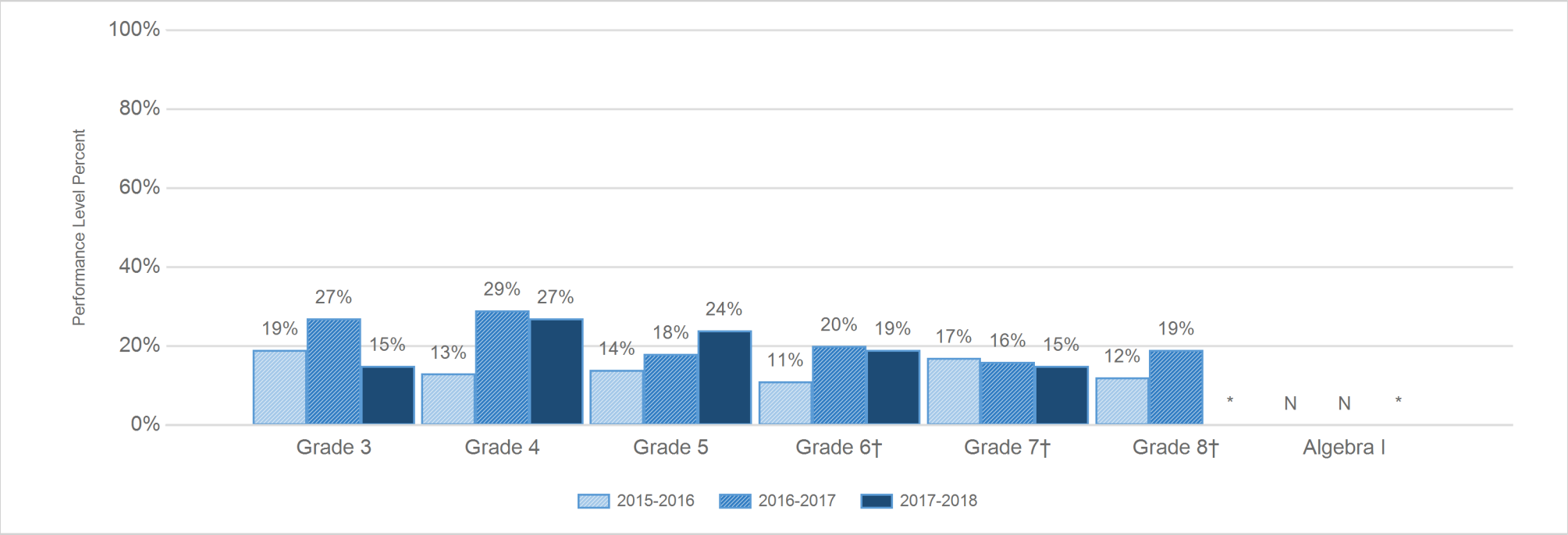
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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

NJASK Science Assessment Information

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

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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	58
7	4	0	47
8	5	0	54
Total	9	0	159

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	58	0	0	0	0	0	0
7	51	0	0	0	0	0	0
8	59	0	0	0	0	0	0
Total	168	0	0	0	0	0	0

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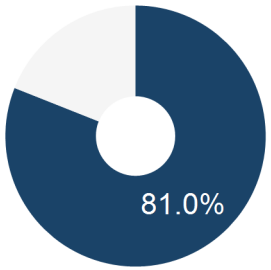
Visual and Performing Arts – Course Participation

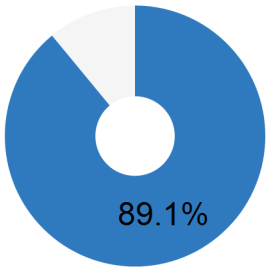
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

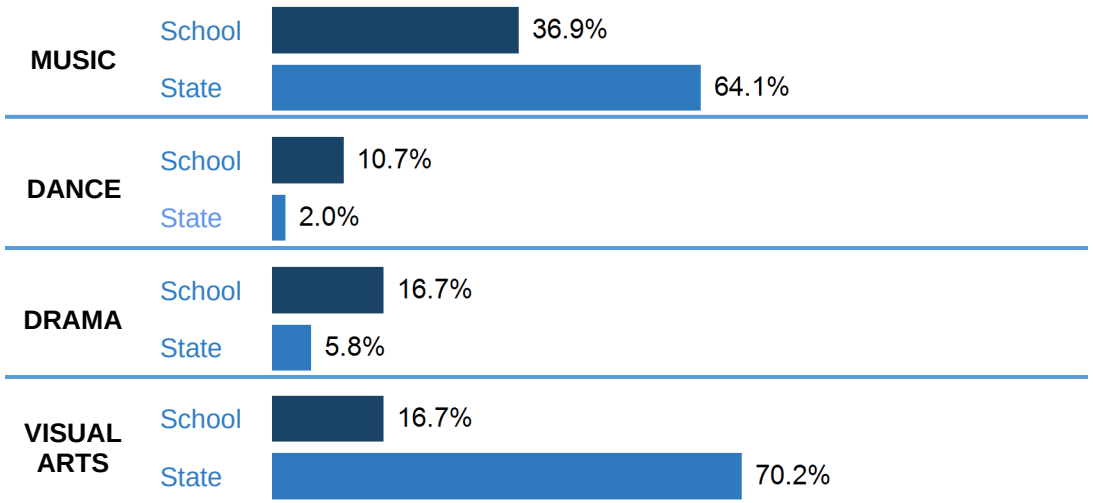


School



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.

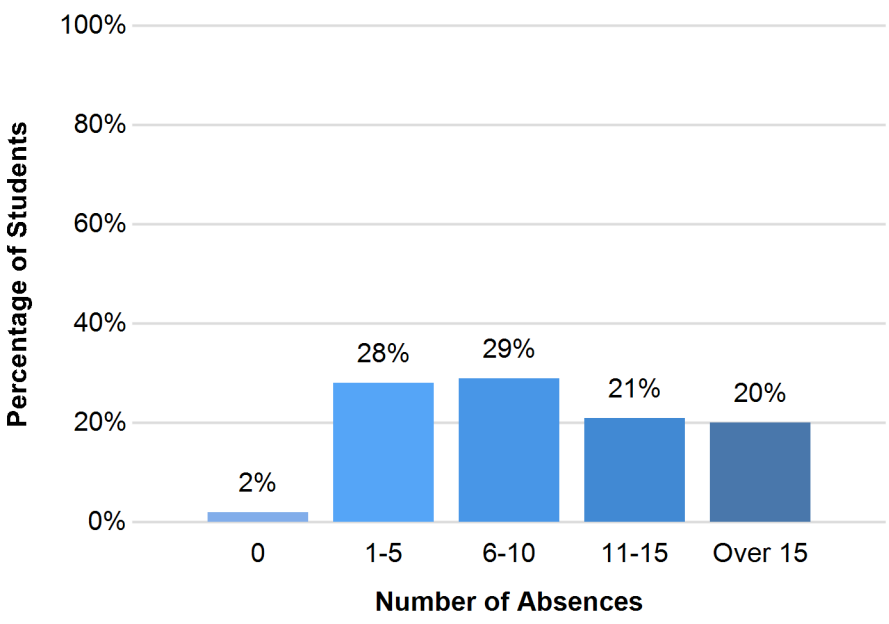
Chronic Absenteeism

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	50	14.3	9.1	Not Met
White	*	*	**	**
Hispanic	*	*	**	**
Black or African American	48	14.4	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	46	14.9	9.1	Not Met
Students with Disabilities	16	26.2	9.1	Not 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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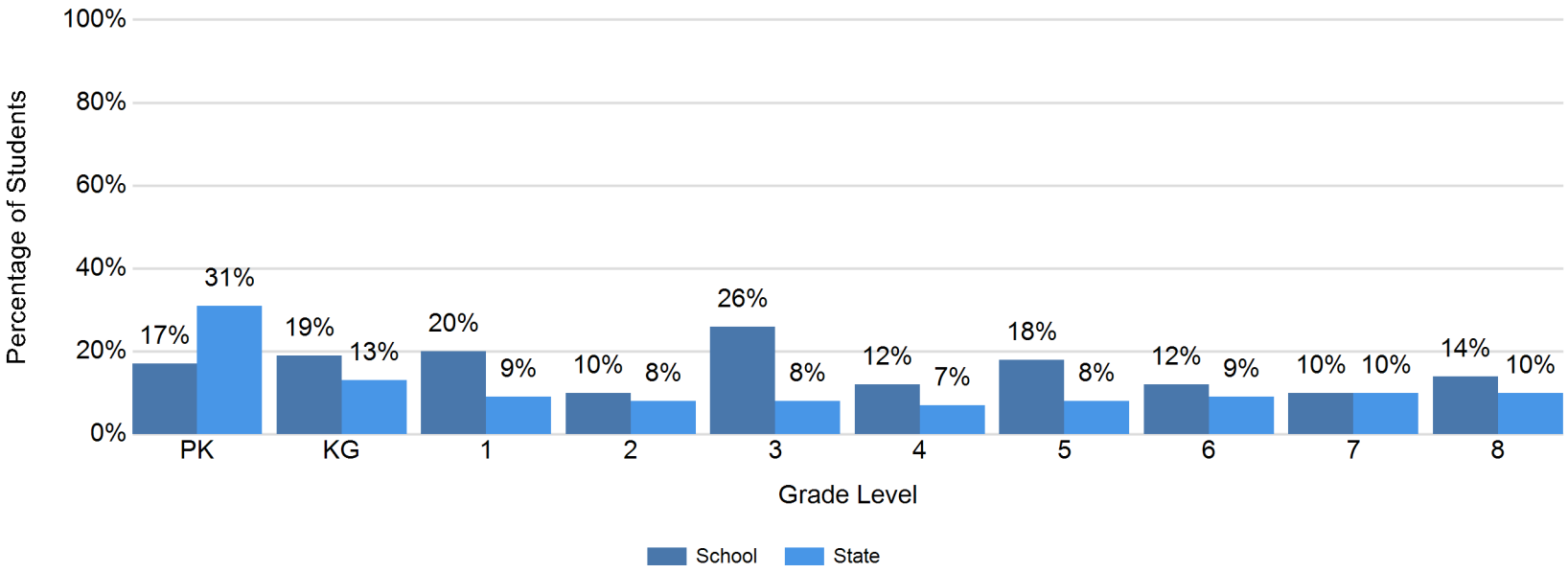
Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.65

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	1	1
Other	0	3	3
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	8:05 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$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	37	117,464
Average years experience in public schools	17.4	12.0
Average years experience in district	16.0	10.7
Teachers in district for 4 or more years	97.3%	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	10:1	12:1
Students to Administrators	182:1	146:1
Teachers to Administrators	19:1	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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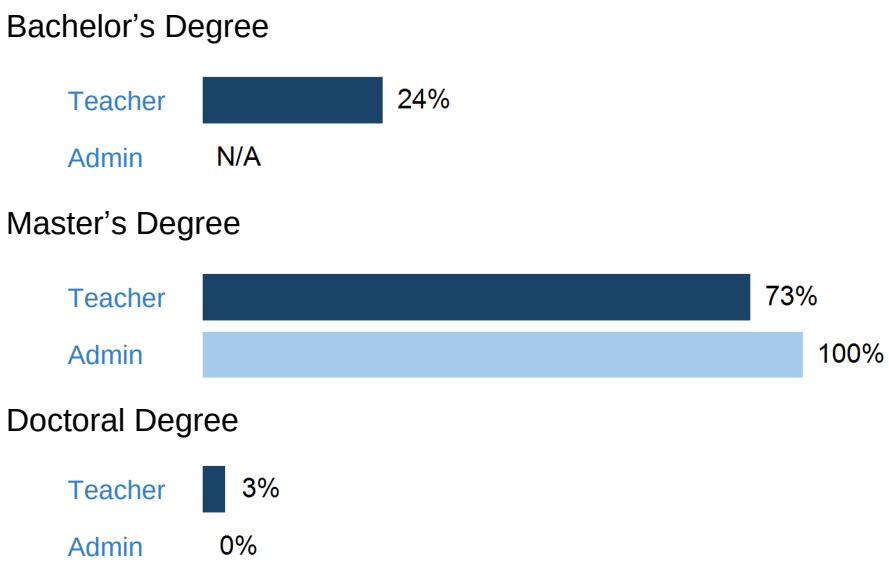
Teachers and Administrators - Level of Education

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	93.5%

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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	81.1%	50.0%
Male	18.9%	50.0%
White	27.0%	0.0%
Hispanic	5.4%	0.0%
Black or African American	62.2%	100.0%
Asian	5.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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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	35.25	17.5%
Mathematics Proficiency	12.97	17.5%
English Language Arts Growth	67.65	25.0%
Mathematics Growth	6.88	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	14.15	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	29.20	n/a
Summative Rating: Percentile Rank of Summative Score	17.54	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Not Met	N	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	46.51	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	38.57	14.08	No	Met Target	Met Target	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	37.99	14.08	No	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Not Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

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

NJ SCHOOL PERFORMANCE REPORT

WHITNEY E. HOUSTON ACADEMY
(13-1210-090)
Grades Offered: PK-08
2017-2018

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

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:	• A PreK - 8 creative and performing arts school in Essex County • Administration and staff combine academics and performing arts to reach and teach all students • Students are offered instrumental music, vocal music, dance, drama and art in every grade and Algebra is available for select students
Mission, Vision, Theme:	Our mission is to develop young boys and girls with active and creative minds, a sense of understanding and compassion for others, and the courage of their beliefs. We stress the total child's moral, intellectual, social, emotional, and physical development. Our vision is to promote a quality educational environment that affords all students the opportunity to acquire the skills to become lifelong learners and to be competitive in the 21st Century.
Awards, Recognition, Accomplishments:	Our teachers and administrators have amassed numerous awards, honors, and educational recognition including: Whitney Houston Academy Teacher of the Year, Paraprofessional of the Year, Distinguished Educator Award of Renaissance Learning, EOEA Teacher of the Year, East Orange (E.O.) Outstanding Educator, Rotary Club Award, Governor's Educational Support Award, Thomas Giblin Association Community Service Award in Education, Certificate of Recognition for National Youth Leadership Forum: Explore S.T.E.M., Certificate of Recognition, E.O. Salvation Army, E.O. Lifetime Achievement, E.O. Hall of Fame, E.O. Education Foundation, Spelling Bee (1st, 2nd, 3rd place honors). Whitney Houston Academy has also launched three new clubs: Girls Power Club, Girls Who Code, and Young Men of Excellence.

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Courses, Curriculum, Instruction:	Houston Academy's course offerings for students in grades Pre-K through 8 are theoretical instructional approaches that are commensurate with the New Jersey Student Learning Standards (NJSLS). These courses integrate language arts, math, social studies, science, Spanish, physical education, and most essentially technology, thereby underscoring its increasing demand of advances and infusion with all subjects. As a performing arts school, we offer training in visual art, dance, drama instrumental and vocal music.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls)
Clubs and Activities:	Co-Curricular Clubs: Girls Who Code, Girl Power Club, Middle School Book Club, Houston Newsletter, National Junior Honor Society & Student Council Arts Programs/Competitions: Our students participate in numerous local and national competitions including County Oratory Competitions, EOSD Spelling Bee, Pride in Education Art Competition, Port Authority Holiday Showcase, American Young Voices, Spoken Word/Poetry MLK Celebration, All City Arts Competition, and Annual Spring Showcases. Volunteer Opportunities: Members of the National Junior Honor Society and Student Council volunteer at the Community Food Bank of New Jersey. The students spend time packing and sorting food for needy families.

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Before and After School Programs:	We offer after school clubs for performing arts and an after school tutoring program. There are also independent after school providers available on-site for parents needing aftercare options for their family. As a performing arts school, we also have frequent student performances (open to the community) throughout the year along with a Career in the Arts Program that we offer once a year, inviting professionals in the arts to hold classes in their discipline to parents and students district-wide.
Staff and Professional Learning:	Professional learning communities collaborate during staff meeting break-out sessions, in-service workshops and lunch time PLCs throughout the school year. During these sessions, teachers and administrators discuss instructional strategies in differentiated learning, small group instruction, assessment data and classroom management. Common planning meetings are facilitated weekly by instructional coaches. School administrators and instructional coaches provide classroom-based support and training. Staff members are encouraged to attend professional conferences and workshops, and the East Orange School District mandates professional development tutorials through Global Compliance Network (GCN) Internet-Based Training.

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Student Supports and Services:	After-school tutoring and extra support in the classroom. Our Intervention and Referral Services (I&RS) team works with the teachers to ensure struggling students receive the support they need with learning, behavior and health difficulties. Our Guidance Counselor and Social Worker oversee the following activities annually: Child Abuse Prevention Program (CAP) Anti-Bullying Team Group Counseling Individual Counseling ? Suicide Prevention
Student Health and Wellness:	Free Breakfast is provided daily. Free lunch is also provided for qualifying students. Weekend “Backpack Program” provided in conjunction with the Community Food Bank of New Jersey for students who are food deprived. Nutrition class for grade 5 provide by NJSnap & CFBNJ Free vision screening Free dental screening
Parent and Community Involvement:	Whitney Houston’s PTO is operational. Our community partnerships include: NJSnap - nutrition classes Community Food Bank of NJ-Back Pack Program Christian Pentecostal Church-Aftercare Program East Orange Recreation-Aftercare Program Montclair State University Rutgers University’s School Climate Transformation Project

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Technology and STEM:	Each instructional area is equipped with either a Smartboard or Promethean Board. Each Promethean classroom (8) is equipped with 30 handheld activates, 1 active slate and 1 document camera. Each classroom grades (3-8) has at least 15 or more laptop/desktop computer combinations. The building has 1 science lab/classroom (servicing grades 6 -8) and 1 computer lab/classroom (servicing grades k-8) Our Pre-K classroom has 10 Ipad tablets. Students in grades 7 - 8 can choice an additional class of technology within their schedule. “Girls who Code” clubs are offered for girls in grades 3-5 and 6-8. All students are required to submit one math project and one technology project to submit in the school and district STEM Fair.