NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL
(13-1210-140)
Grades Offered: PK-05
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	MRS. MOSS-HASAN
Address	45 NORTH ARLINGTON STREET EAST ORANGE, NJ 07017
Phone Number	(973)414-9222
Email Address	PASSION.MOSS-HASAN@EASTORANGE.K12.NJ.US
Website	http://tysonelementary.eastorange.schoolfusion.us

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	65	67	84
KG	64	61	63
1	72	74	66
2	82	78	77
3	67	80	81
4	75	73	69
5	73	77	70
Total	498	510	510

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.8%	49.2%	51.0%
Male	51.2%	50.8%	49.0%
Economically Disadvantaged Students	90.6%	92.9%	91.4%
Students with Disabilities	11.6%	12.2%	12.0%
English Learners	2.4%	2.9%	1.8%
Homeless Students		2.9%	3.3%
Students in Foster Care		1.8%	1.6%
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	0.2%	0.2%	1.0%
Hispanic	4.6%	4.5%	5.1%
Black or African American	94.8%	94.9%	93.5%
Asian	0.2%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.2%

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	65	67	84
KG - Half Day	0	0	0
KG - Full Day	64	61	63

Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Haitian	2.5%
Spanish	2.4%
Other Languages	1.2%

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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	60.5	50	50	Exceeds Standard	41	35	50	Met Standard
White	N	72	50	**	N	*	51	**
Hispanic	*	58	49	**	*	32.5	48	**
Black or African American	62	50	44	Exceeds Standard	41	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	*	*	49	**	*	*	51	**
Economically Disadvantaged	68	50	48	Exceeds Standard	42	35	47	Met Standard
Students with Disabilities	58	42	41	**	42	32	43	**
English Learners	N	61	54	**	N	42	51	**

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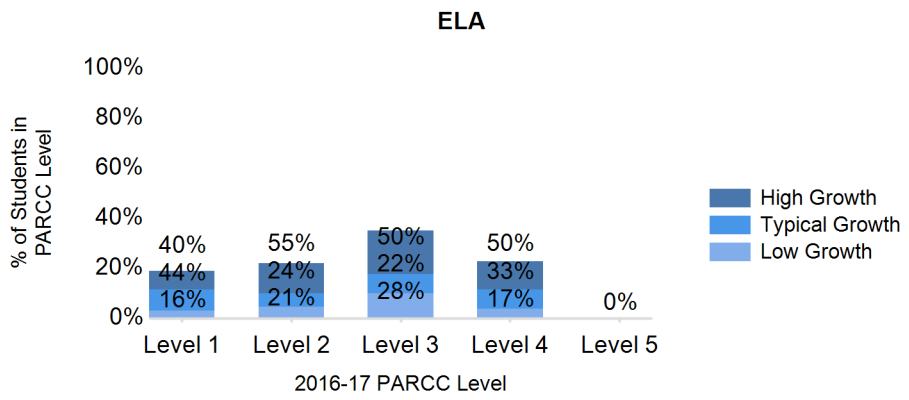
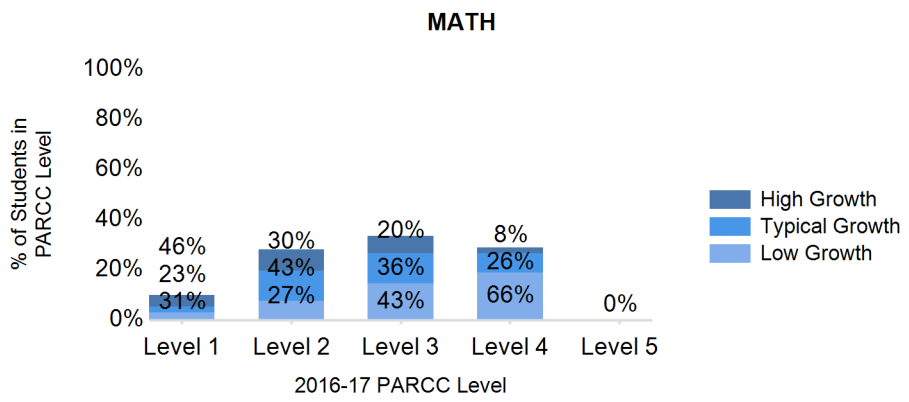
Student Growth by Performance Level

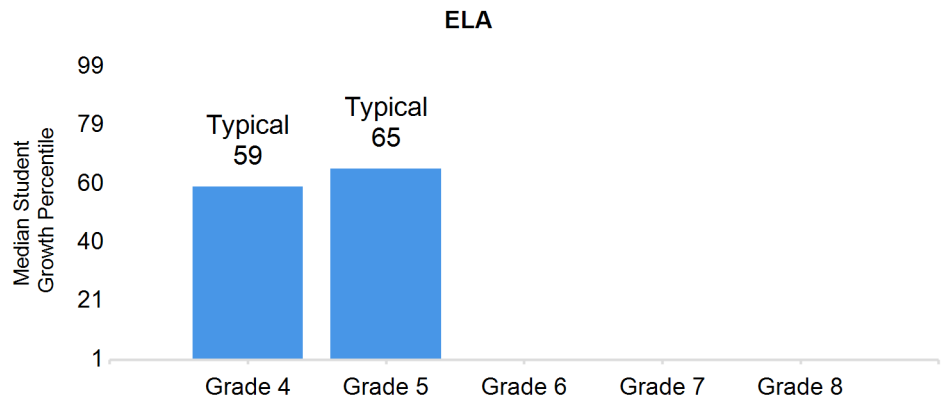
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

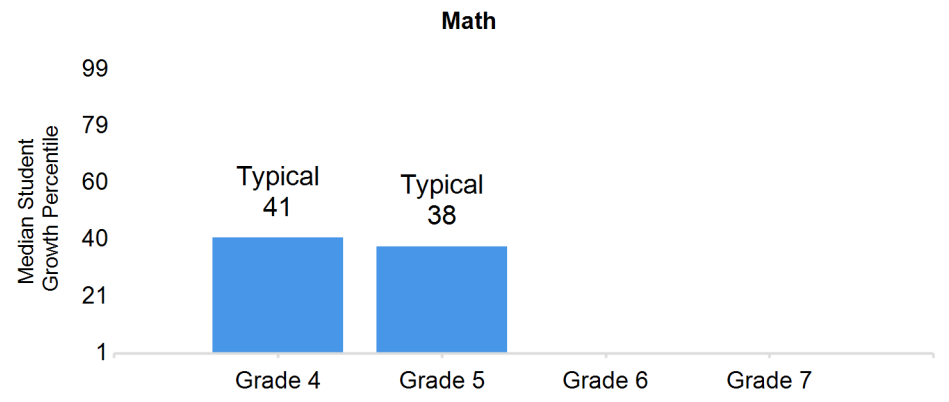




Student Growth by Grade

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	217	99.5	44.2	40.7	56.7	44.2	46.8	Met Target†
White	*	*	*	43.4	65.6	*	**	**
Hispanic	10	100.0	50.0	39.5	42.5	50.0	**	**
Black or African American	204	99.5	43.7	40.7	37.3	43.7	47.2	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	*	*	*	*	63.4	*	**	**
Female	110	100.0	57.2	*	64.5	57.2		
Male	107	99.1	30.8	*	49.4	30.8		
Economically Disadvantaged Students	184	99.5	43.4	39.7	38.5	43.4	46.1	Met Target†
Non-Economically Disadvantaged Students	33	100.0	48.5	43.7	67.5	48.5		
Students with Disabilities	31	100.0	*	16.0	21.6	*	32.6	Not Met
Students without Disabilities	186	99.5	*	45.2	63.9	*		
English Learners	*	*	*	25.2	27.3	*	**	**
Non-English Learners	*	*	*	41.7	59.4	*		
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 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	81	734	735	750	19%	21%	21%	*	*	40%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	*	*	732	736	*	*	*	*	*	*	38%
Black or African American	*	*	735	733	*	*	*	*	*	*	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	30	758	744	756	*	*	*	*	*	73%	57%
Male	51	720	727	744	*	*	*	*	*	20%	46%
Economically Disadvantaged Students	68	734	733	733	*	*	*	*	*	41%	34%
Non-Economically Disadvantaged Students	13	733	742	762	*	*	*	*	*	31%	64%
Students with Disabilities	14	684	692	719	*	*	*	*	*	*	24%
Students without Disabilities	67	745	741	756	*	*	*	*	*	*	57%
English Learners	N	N	717	712	N	N	N	N	N	N	15%
Non-English Learners	81	734	736	753	19%	21%	21%	*	*	40%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	*	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	69	739	746	756	*	22%	28%	*	*	39%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	*	*	758	744	*	*	*	*	*	*	44%
Black or African American	63	739	745	739	*	22%	25%	*	*	40%	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	43	742	751	762	*	*	*	*	*	44%	63%
Male	26	736	741	751	*	*	*	*	*	31%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	751	767	*	*	*	*	*	*	70%
Students with Disabilities	11	714	715	726	*	*	*	*	*	*	25%
Students without Disabilities	58	744	750	762	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	69	739	*	759	*	22%	28%	*	*	39%	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	71	748	747	755	*	14%	28%	*	*	52%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	*	*	737	743	*	*	*	*	*	*	43%
Black or African American	68	747	748	738	*	15%	29%	*	*	50%	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	*	*	*	763	*	*	*	*	*	*	65%
Female	38	752	754	762	*	*	26%	*	*	58%	66%
Male	33	744	739	749	*	*	30%	*	*	45%	51%
Economically Disadvantaged Students	58	746	745	739	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	13	756	752	766	*	*	*	*	*	69%	71%
Students with Disabilities	*	*	709	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	752	762	*	*	*	*	*	*	65%
English Learners	N	N	*	712	N	N	N	N	N	N	11%
Non-English Learners	71	748	*	757	*	14%	28%	*	*	52%	60%
Homeless Students	*	*	733	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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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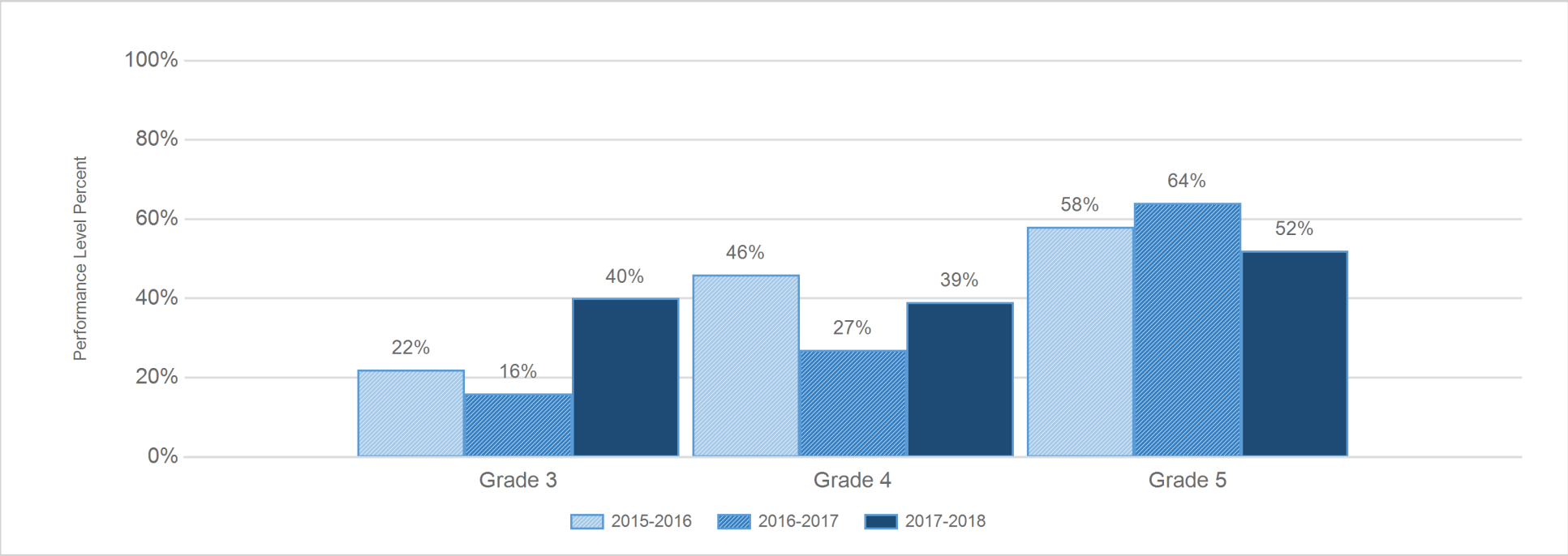
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	217	99.5	21.2	20.0	45.0	21.2	36.9	Not Met
White	*	*	*	26.1	54.1	*	**	**
Hispanic	10	100.0	10.0	21.0	29.2	10.0	**	**
Black or African American	204	99.5	21.6	19.9	23.4	21.6	36.4	Not Met
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	*	*	*	*	53.0	*	**	**
Female	110	100.0	26.4	22.5	46.0	26.4		
Male	107	99.1	15.9	17.6	43.9	15.9		
Economically Disadvantaged Students	184	99.5	19.5	19.2	26.6	19.5	36.4	Not Met
Non-Economically Disadvantaged Students	33	100.0	30.3	22.6	55.9	30.3		
Students with Disabilities	31	100.0	*	*	17.1	*	46.6	Not Met
Students without Disabilities	186	99.5	*	*	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	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

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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	81	731	732	752	19%	21%	33%	*	*	27%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	*	*	731	739	*	*	*	*	*	*	38%
Black or African American	*	*	732	734	*	*	*	*	*	*	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	30	741	735	752	*	*	*	*	*	47%	53%
Male	51	725	729	751	*	*	*	*	*	16%	53%
Economically Disadvantaged Students	68	730	730	736	*	*	*	*	*	28%	35%
Non-Economically Disadvantaged Students	13	734	740	762	*	*	*	*	*	23%	66%
Students with Disabilities	14	699	709	730	*	*	*	*	*	*	29%
Students without Disabilities	67	738	735	756	*	*	*	*	*	*	57%
English Learners	N	N	716	726	N	N	N	N	N	N	23%
Non-English Learners	81	731	733	754	19%	21%	33%	*	*	27%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	*	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

CICELY L. TYSON COMMUNITY ELEMENTARY SCHOOL
(13-1210-140)
Grades Offered: PK-05
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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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	69	723	729	748	16%	33%	39%	*	*	12%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	*	*	737	737	*	*	*	*	*	*	34%
Black or African American	63	723	728	730	17%	30%	40%	*	*	13%	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	43	724	731	748	*	*	*	*	*	*	50%
Male	26	722	726	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	728	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	731	758	*	*	*	*	*	*	62%
Students with Disabilities	11	718	715	725	*	*	*	*	*	*	22%
Students without Disabilities	58	724	730	753	*	*	*	*	*	*	55%
English Learners	N	N	715	722	N	N	N	N	N	N	16%
Non-English Learners	69	723	729	750	16%	33%	39%	*	*	12%	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

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	732	731	748	*	37%	37%	*	*	23%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	*	*	727	736	*	*	*	*	*	*	32%
Black or African American	68	731	731	730	*	38%	35%	*	*	22%	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	*	*	*	754	*	*	*	*	*	*	55%
Female	38	733	734	749	*	34%	39%	*	*	21%	50%
Male	33	732	727	747	*	39%	33%	*	*	24%	48%
Economically Disadvantaged Students	58	730	730	733	*	*	*	*	*	19%	29%
Non-Economically Disadvantaged Students	13	742	732	758	*	*	*	*	*	38%	62%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	733	752	*	*	*	*	*	*	55%
English Learners	N	N	716	718	N	N	N	N	N	N	13%
Non-English Learners	71	732	731	750	*	37%	37%	*	*	23%	51%
Homeless Students	*	*	726	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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%

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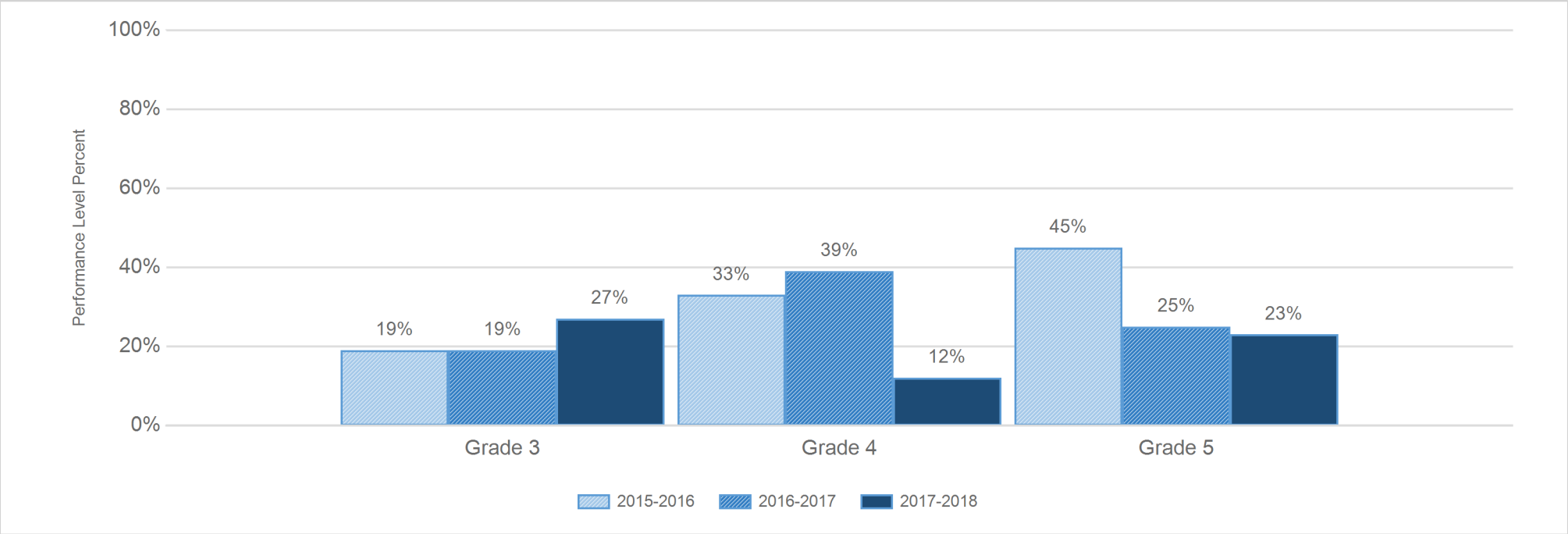
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N

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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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.

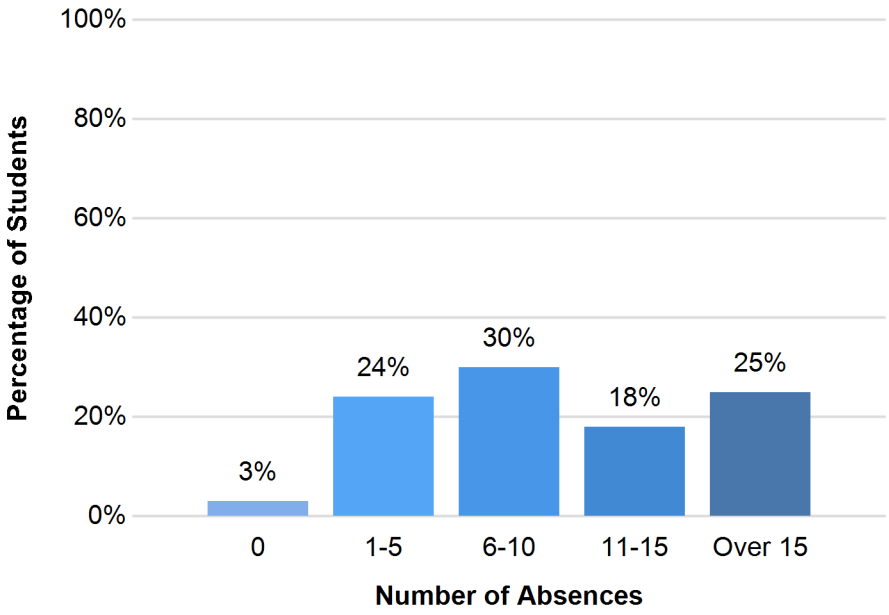
Chronic Absenteeism

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	73	17.1	8.9	Not Met
White	*	*	**	**
Hispanic	3	17.6	**	**
Black or African American	68	16.8	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	72	18.5	8.9	Not Met
Students with Disabilities	7	14.6	8.9	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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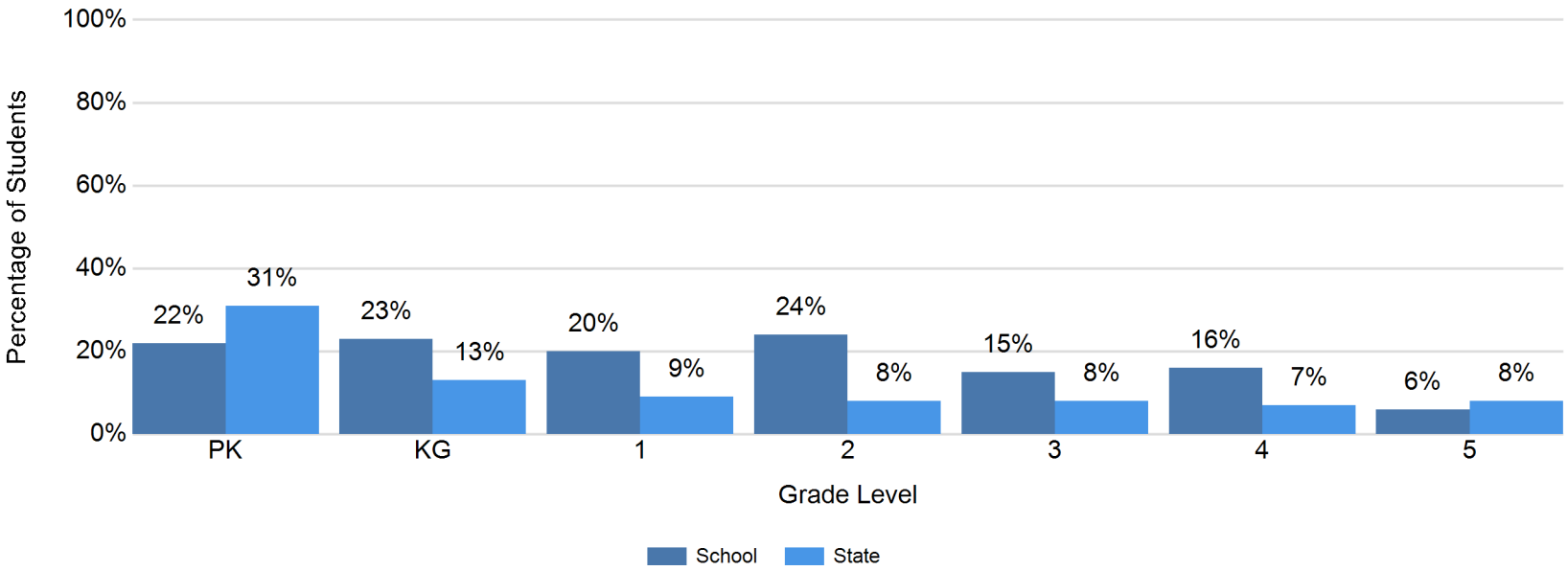
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.20

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

NJ SCHOOL PERFORMANCE REPORT

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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	2	0	2
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	*	*
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
19

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School Day

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

Category	School
Typical Start Time	8:35 AM
Typical End Time	3:00 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

NJ SCHOOL PERFORMANCE REPORT

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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	46	117,464
Average years experience in public schools	10.3	12.0
Average years experience in district	8.4	10.7
Teachers in district for 4 or more years	73.9%	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	11:1	12:1
Students to Administrators	255:1	146:1
Teachers to Administrators	23:1	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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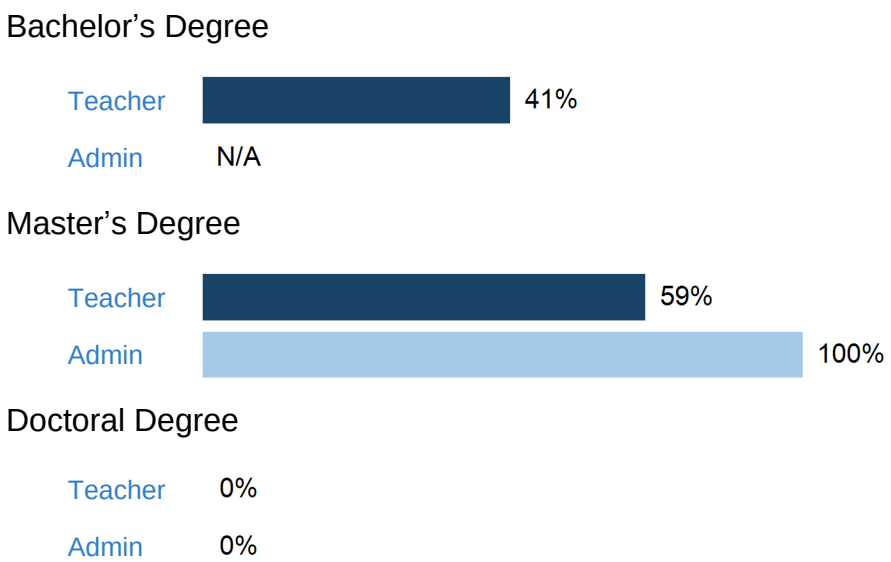
Teachers and Administrators - Level of Education

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	95.4%

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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 and Administrators – Demographics

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

Category	Teachers	Administrators
Female	78.3%	100.0%
Male	21.7%	0.0%
White	34.8%	0.0%
Hispanic	6.5%	0.0%
Black or African American	54.3%	100.0%
Asian	2.2%	0.0%
American Indian or Alaska Native	2.2%	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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(13-1210-140)
Grades Offered: PK-05
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	27.25	17.5%
Mathematics Proficiency	10.96	17.5%
English Language Arts Growth	92.24	25.0%
Mathematics Growth	24.15	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	12.23	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	37.62	n/a
Summative Rating: Percentile Rank of Summative Score	29.86	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†	Not Met	Exceeds Standard	Met Standard	N	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	**	**	No	**	**	**	**	n/a	**	No
Black or African American	58.01	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	49.21	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	**	**	No	Not Met	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).

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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:	• Curriculum includes GO Math 2016, Journeys which infuses paired texts and guided reading, and NJSLS. CTES is also piloting the HMH Science Dimensions curriculum in one 4th and 5th grade class. • The fifth grade students scored the highest PARCC scores in the district in English and language arts in 2017. • Vocal students performed at the Prudential Center for the American Young Voices Choir, LLC in 2017
Mission, Vision, Theme:	The mission is working cohesively as a professional family unit, ensuring that all talents are utilized to mold productive children. The vision statement is "Cicely L. Tyson school is a place where dreams are encouraged, ideas are developed and explored, and everyone is inspired to become lifelong learners. The theme is "Possibilities not Problems".
Awards, Recognition, Accomplishments:	Beginning in the primary grades, students have the opportunity to explore a wide-range of performing arts genres including vocal music, dance, theater, and instrumental music. The school was recognized as one of the four elementary schools within the state of New Jersey receiving the title of "Model School in the Arts". The school has been recognized for having a very successful and comprehensive early childhood program for students in Pre-Kindergarten and Kindergarten.

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Courses, Curriculum, Instruction:	For students in grades 4-5, the school's academic day is semi-departmentalized. Teachers of core academic subjects, educational technology, foreign language, and physical education have honed their instructional skills through training, experience, and on-going professional development. The Pre-K students are exposed to the Tools of the Mind curriculum. Students in grades K-5 are exposed to the Go Math 2016, Journeys, and Science Fusion curriculum.
Clubs and Activities:	Boys Mentoring, called Boys Today, Men Tomorrow, is held twice monthly for boys in grades 3-5. Girls mentoring, called Just Between Girls, is also held twice monthly for girls in grades 3-5. Security Patrol monitors and assists with transition between classes in the cafeteria during lunch. Student Council participants in community service activities.

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Before and After School Programs:	The After-school tutorial program runs typically from November to May. Teachers facilitate instruction in the areas of reading, writing, and mathematics for students in grades 3-5. Additionally in 2014, we piloted an extended day program titled Twilight Rams, whereby select students in grades 3-5 were engaged in academics, extra-curricular activities, and project-based learning. Both programs are facilitated by a site manager with the supervision of administration.
Staff and Professional Learning:	The Leader in Me program is being implemented to bring positive changes to the schools culture and climate. Teachers receive professional development from outside consultants as well as in-district. Some examples include, The Go Math Curriculum, Guided Reading Workshop, etc.

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Student Supports and Services:	We currently service students with behavioral and learning disabilities. We have one behavioral disabilities class and two learning disability classrooms. We also have a pre-K class for children with autism. Many of our grade levels have inclusion classes as well.
Student Health and Wellness:	The Fresh Fruits and Vegetables program provides students with a fresh fruit or vegetable on Tuesdays, Wednesdays, and Thursdays. Students engage in recess on a daily basis. They also have Phys. ed built into their weekly schedule. The Health Fair/Walk provides students with an opportunity to walk around the community to promote health & wellness. All students receive an annual basic physical examination, which includes an eye & ear screening. The Dental Group of Orange provides free dental care for students in need.
Parent and Community Involvement:	The school has a Parent Teacher Organization that meets once a month to address concerns of the parents. There are grade-level parent workshops held by all grade level teachers. There is also a PARCC Parent workshop that informs parents of the state assessment. The fifth grade application night provides assistance on how to complete middle-school applications. There are 2 Back-to-School Nights held within the school year. There are also family night activities held throughout the year.

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Climate Surveys:	The Survey is disseminated by the Support Service Department once a year. The results are shared with the school leadership team and PTO to create or modify building initiatives.
Facilities:	The school is ten years old. It has a technology lab, black box theater, dance room, art room, strings room, and instrumental music room. We also utilize our cafeteria as a cafeteria and an auditorium. We have a gymnasium, a science lab, central air conditioning. Every classroom is equipped with a smart board and/or television.

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Other Information:	Our Students wear their school uniforms on Mondays-Thursdays. Communication to parents is through the Parent Portal on Focus. Each classroom teacher utilizes Class Dojo to communicate with parents. The school messenger service provides parents with pertinent information regarding upcoming activities and events.