



AUGUSTA PRESCHOOL ACADEMY
2016-2017


Grade Span PK-PK

13-2330-071
ESSEX
IRVINGTON TOWNSHIP
97 AUGUSTA STREET
IRVINGTON, NJ 07111

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	279	297	310
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	26	26	30
Total	305	323	340

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	284	297	310
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	2014-15	2015-16	2016-17
Female	48%	48%	49%
Male	53%	52%	51%
Economically Disadvantaged Students	74%	82%	79%
Students with Disabilities	9%	14%	9%
English Learners	0%	24%	32%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	81.5%
Hispanic	15.9%
Asian	0.6%
White	0.6%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.0%
Two or More Races	1.2%

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. All other students are included in Other Languages.

Home Language	% of Students
English	69.1%
Spanish	13.5%
Haitian	10.9%
Igbo	2.1%
Yoruba	1.2%
Other	3.3%



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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

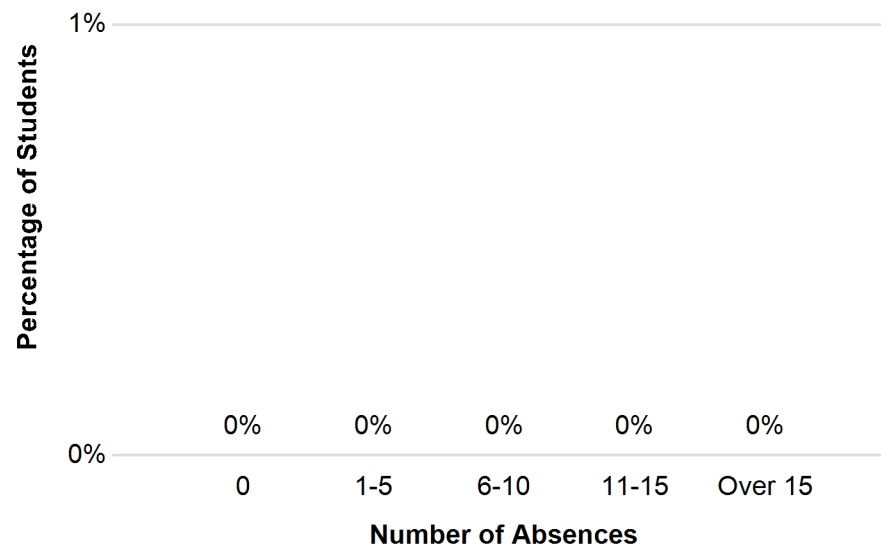
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	N	0	0
White	N	0	0
Hispanic	N	0	0
Black or African American	N	0	0
Asian, Native Hawaiian, or Pacific Islander	N	0	0
American Indian or Alaska Native	N	0	0
Two or More Races	N	0	0
Economically Disadvantaged Students	N	0	0
Students with Disabilities	N	0	0
English Learners	N	0	0

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** *ESSA* accountability targets are only included if data is available for at least 20 students.



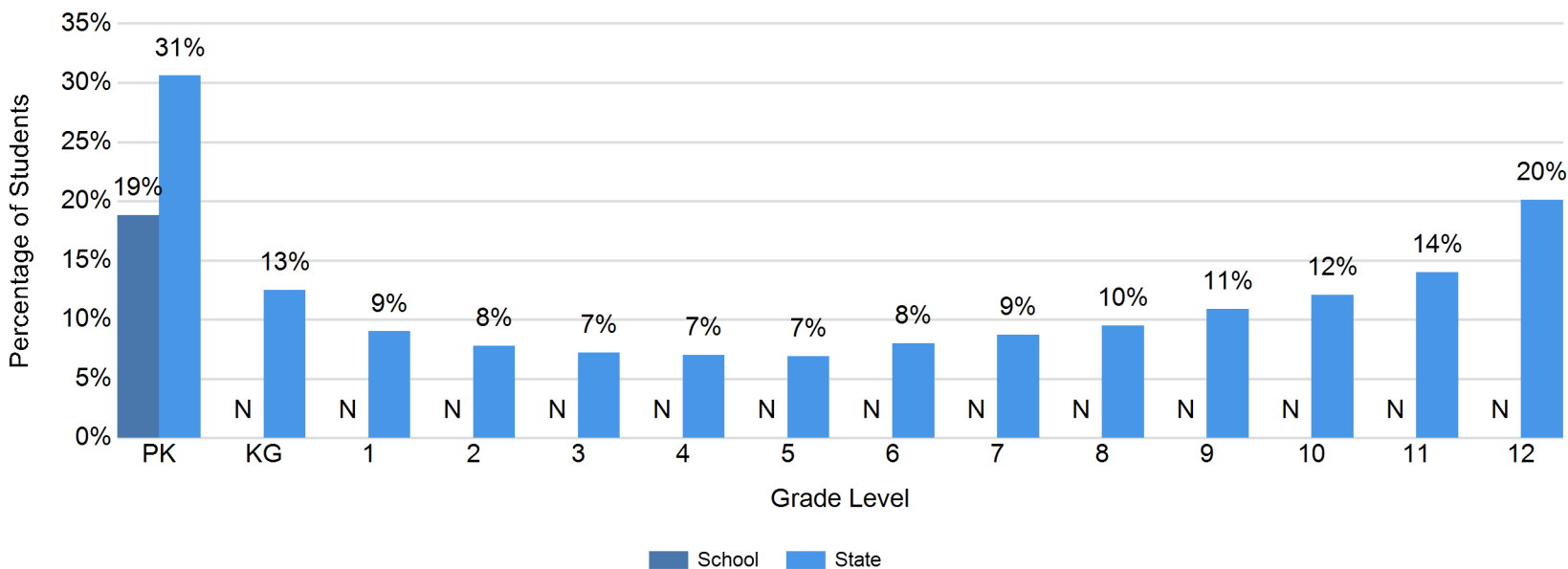
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 36 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.0%
Any Suspension	0.0%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	25	120,724
Average years experience in public schools	7.7	11.8
Average years experience in district	5.9	10.5
Teachers in district for 4 or more years	64%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	340:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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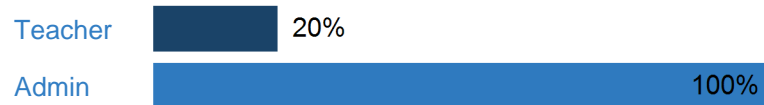
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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School General Info

Principal:	Ms. Gordon	Email Address:	rgordon@irvington.k12.nj.us
Address:	97 AUGUSTA STREET IRVINGTON, NJ 07111	Website:	https://irvington.k12.nj.us/schools/augusta-preschool-academy/
Phone:	(973)399-6868	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Literacy Night was a great success as we showcased the gifts and talents of our Pre-K students. • Multicultural programs are always attended in great volumes, such as Latin Night and Black History Celebrations. • Our annual Celebrity Read program has been instrumental in bringing our parents together as one large family unit.
 <p>Mission, Vision, Theme:</p>	<p>Augusta is an outstanding inclusive educational community that is committed to maximizing the development of the “whole child” through developmentally appropriate practices. The mission of Augusta Preschool Academy is to improve the academic achievement of our learners through a combination of critical thinking and life skills. Our goal is to lay the groundwork for a solid educational foundation by developing the child physically, emotionally, socially, and intellectually.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Augusta offers a full day, six-hour comprehensive program. Through the Creative Curriculum and My Math programs, students participate in individual, small-group and large-group activities. We offer a language-rich environment that promotes children's early literacy skills, daily read-aloud of high quality children's literature to develop a love of reading, and shared writing experiences that give children the ability to identify and use letters and words to expand their vocabulary.</p>
 <p>Before and After School Programs:</p>	<p>Before and after care services are offered at Augusta Preschool through the Christian Pentecostal Early Learning Center, an outsourced service provider, between the hours of 7:30 a.m. – 9:05 a.m. and 2:50 p.m. until 5:30 p.m. Breakfast and a hearty afternoon snack are provided to students. Parents who enroll their children in the aftercare program never have to worry about making arrangements for early pickup when the school calendar calls for In-Service half day sessions.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom's Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include ESL/bilingual programs, inclusion support, autistic program, formative assessment to monitor student progress, Preschool Intervention Referral Services (PIRT), and school-based counseling services.</p>
 <p>Student Health and Wellness:</p>	<p>Student Health and Wellness was promoted at Augusta Preschool Academy by way of the Fresh Fruit and Wellness Program. Students received fresh fruit and vegetables three times a week during snack time. Students participated in gross motor activities for 45 minutes each day. A Breast Cancer Awareness Walk and an Hispanic Heritage Celebration Dance was held for staff, parents and students.</p>
 <p>Parent and Community Involvement:</p>	<p>Augusta Preschool Academy parents were encouraged to participate in the school community through our PTA, Parent Advisory Council, and other outreach activities. One of our ultimate goals and purpose in bringing programs like Celebrity Read into our school is to improve childhood literacy. The Irvington Fire Department conducts annual presentations on fire safety. The Father/Daughter and Mother/Son dances are always attended in great volumes. Our families love to dress-up, dance and fellowship.</p>



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Facilities:

Augusta Preschool Academy is the only public school of its kind in the Township of Irvington that is exclusively dedicated to 3 and 4-year-old students. The school first opened its doors in September of 2007. It is a beautiful state-of-the-art early childhood facility equipped with an All Purpose Room, an outside play area for gross motor activities, large scenic windows, lovely landscaped gardens, central air conditioning and heating, and technologically advanced classrooms.



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Other Information:

Augusta Preschool Academy's vision is to become an outstanding inclusive educational community that is committed to maximizing the development of the "whole child" through developmentally appropriate practices that will instill a love of learning and future academic success for all students. Augusta Preschool Academy also offers special programs for English Language Learners, inclusion and autistic students. The Academy believes learning in early childhood must be active and interactive. For the 2016-17 school year, the Imagine Learning program was introduced to our English Language Learners. We continue to use Applied Behavior Analysis (ABA) in our autistic program. Our trained professionals incorporate these techniques to assist our learners in acquiring many different skills including listening, reading, and conversing. As a school, we are acutely aware that we cannot accomplish the task of educating our young students alone. Thus, we are committed to building an ever-stronger village that will support the needs of each learner and challenge each student to learn and grow at his/her own optimal rate. Additional services are available to parents of Augusta Preschool Academy which include: the Preschool Intervention Referral Team (PIRT), a Child Study Team that strictly services the preschool population and a Parent Involvement Specialist who provides support and resources to preschool parents. Class sizes are small with no more than 15 students in each classroom. Highly qualified teachers and paraprofessionals are in every classroom. Children are offered many opportunities to choose among the variety of developmentally appropriate activities, which are problem-based and open-ended. The curriculum balances children-initiated and teacher-directed activities to ensure Kindergarten readiness and overall academic success. Augusta Preschool Academy is committed to providing all students with a high quality education that promotes career and college readiness.




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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	15	30	34
KG	84	72	73
1	80	80	69
2	76	75	87
3	67	71	73
4	47	54	68
5	60	48	60
Ungraded	27	29	28
Total	456	459	492

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	2014-15	2015-16	2016-17
Female	44%	44%	47%
Male	56%	56%	53%
Economically Disadvantaged Students	76%	88%	72%
Students with Disabilities	8%	10%	10%
English Learners	16%	28%	25%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	71.5%
Hispanic	27.0%
Asian	0.6%
American Indian or Alaska Native	0.2%
White	0.2%
Native Hawaiian or Pacific Islander	0.0%
<i>Two or More Races</i>	0.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	14	30	34
KG - Half Day	0	0	0
KG - Full Day	91	72	73

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. All other students are included in Other Languages.

Home Language	% of Students
English	60.8%
Spanish	24.0%
Haitian	4.9%
Twi	2.8%
French	1.6%
<i>Other</i>	5.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	172	95.6	24.50	24.90	54.90	24.5	23.5	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	46	96.4	23.90	*	39.80	23.9	21	Met Target
Black or African American	125	95.9	24.80	24.60	35.20	24.8	24.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	45.00	80.70	N	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	33.40	54.90	N	**	**
Female	84	95.8	29.80	31.40	62.20	29.8		
Male	88	95.4	19.30	18.60	48.10	19.3		
Economically Disadvantaged Students	139	96.2	23.00	24.60	36.20	*	24.1	Met Target†
Non-Economically Disadvantaged Students	33	93.2	30.30	25.80	65.80	*		
Students with Disabilities	13	93.7	*	*	20.50	*	**	**
Students without Disabilities	159	95.7	*	*	61.90	*		
English Learners	42	100.0	16.70	15.20	25.20	16.7	16.9	Met Target†
Non-English Learners	130	94.2	26.90	26.90	57.40	26.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	N	N	N	16.70	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	716	718	749	39%	*	25%	20%	*	22%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	16	711	712	734	*	*	*	*	0%	19%	35%
Black or African American	52	718	719	731	37%	*	27%	21%	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	36	720	720	754	39%	*	*	*	*	28%	55%
Male	33	712	716	745	39%	*	*	*	*	15%	46%
Economically Disadvantaged Students	49	710	717	731	*	*	*	*	*	18%	31%
Non-Economically Disadvantaged Students	20	730	721	762	*	*	*	*	*	30%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	66	721	725	753	24%	33%	21%	*	*	21%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	21	720	725	740	*	*	*	*	0%	24%	40%
Black or African American	45	721	725	737	24%	31%	24%	*	*	20%	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	31	724	729	758	*	39%	*	*	*	26%	61%
Male	35	717	721	749	*	29%	*	*	*	17%	51%
Economically Disadvantaged Students	56	721	726	737	*	*	*	*	*	21%	36%
Non-Economically Disadvantaged Students	10	718	722	764	*	*	*	*	*	20%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	10	705	695	711	*	*	*	*	*	*	10%
Non-English Learners	56	723	728	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	737	730	756	*	21%	44%	28%	*	28%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	16	731	727	743	*	*	*	*	0%	31%	44%
Black or African American	41	739	730	740	*	*	49%	27%	0%	27%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	23	744	734	761	*	*	*	*	0%	39%	66%
Male	34	733	725	750	*	*	*	*	0%	21%	53%
Economically Disadvantaged Students	46	739	730	740	*	*	*	*	0%	30%	40%
Non-Economically Disadvantaged Students	11	728	727	765	*	*	*	*	0%	18%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

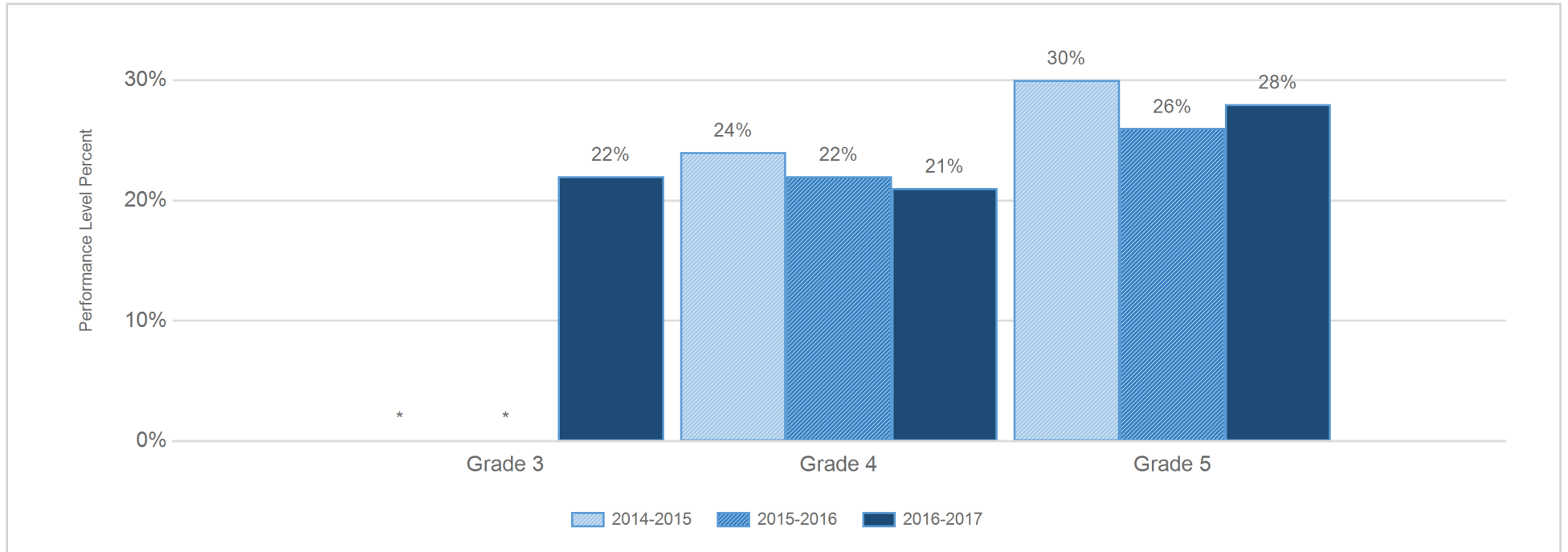


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	177	95.8	21.50	11.90	43.50	21.5	28.4	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	49	96.7	18.40	12.80	27.60	18.4	23	Met Target†
Black or African American	127	96.0	22.80	11.70	21.70	22.8	29.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	15.00	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	12.50	44.90	N	**	**
Female	86	96.0	22.10	13.00	44.10	22.1		
Male	91	95.6	20.90	11.00	42.90	20.9		
Economically Disadvantaged Students	141	96.3	19.90	11.60	25.10	*	28.1	Not Met
Non-Economically Disadvantaged Students	36	94.0	27.80	13.10	54.30	*		
Students with Disabilities	14	94.4	21.40	*	16.50	21	**	**
Students without Disabilities	163	95.9	21.50	*	48.80	21.5		
English Learners	46	100.0	15.20	*	23.30	15.2	14.8	Met Target
Non-English Learners	131	94.3	23.70	*	45.20	23.7		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	11.10	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	72	727	725	751	19%	25%	25%	31%	0%	31%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	18	729	730	738	*	*	*	*	0%	28%	37%
Black or African American	53	726	724	733	21%	25%	23%	32%	0%	32%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	37	726	726	751	*	*	*	*	0%	35%	52%
Male	35	727	724	751	*	*	*	*	0%	26%	53%
Economically Disadvantaged Students	50	725	724	736	*	*	*	*	0%	30%	34%
Non-Economically Disadvantaged Students	22	731	727	761	*	*	*	*	0%	32%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	11	710	713	724	*	*	*	*	*	*	21%
Non-English Learners	61	730	727	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	68	719	718	747	24%	40%	24%	*	*	13%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	23	718	722	734	*	44%	*	*	0%	17%	30%
Black or African American	45	719	717	729	22%	38%	29%	*	*	11%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	32	717	720	747	*	41%	*	*	0%	13%	47%
Male	36	720	716	747	*	39%	*	*	0%	14%	48%
Economically Disadvantaged Students	56	719	718	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	12	717	716	757	*	*	*	*	*	17%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	12	707	700	716	*	*	*	*	*	*	12%
Non-English Learners	56	721	720	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	61	726	716	747	*	28%	44%	*	0%	15%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	17	722	716	735	*	*	*	*	0%	12%	30%
Black or African American	44	727	715	729	*	30%	43%	*	0%	16%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	25	728	718	747	*	*	48%	*	0%	16%	47%
Male	36	724	714	746	*	*	42%	*	0%	14%	46%
Economically Disadvantaged Students	48	727	717	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	13	719	712	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	10	708	699	717	*	*	*	*	0%	10%	12%
Non-English Learners	51	729	717	748	*	*	*	*	0%	16%	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

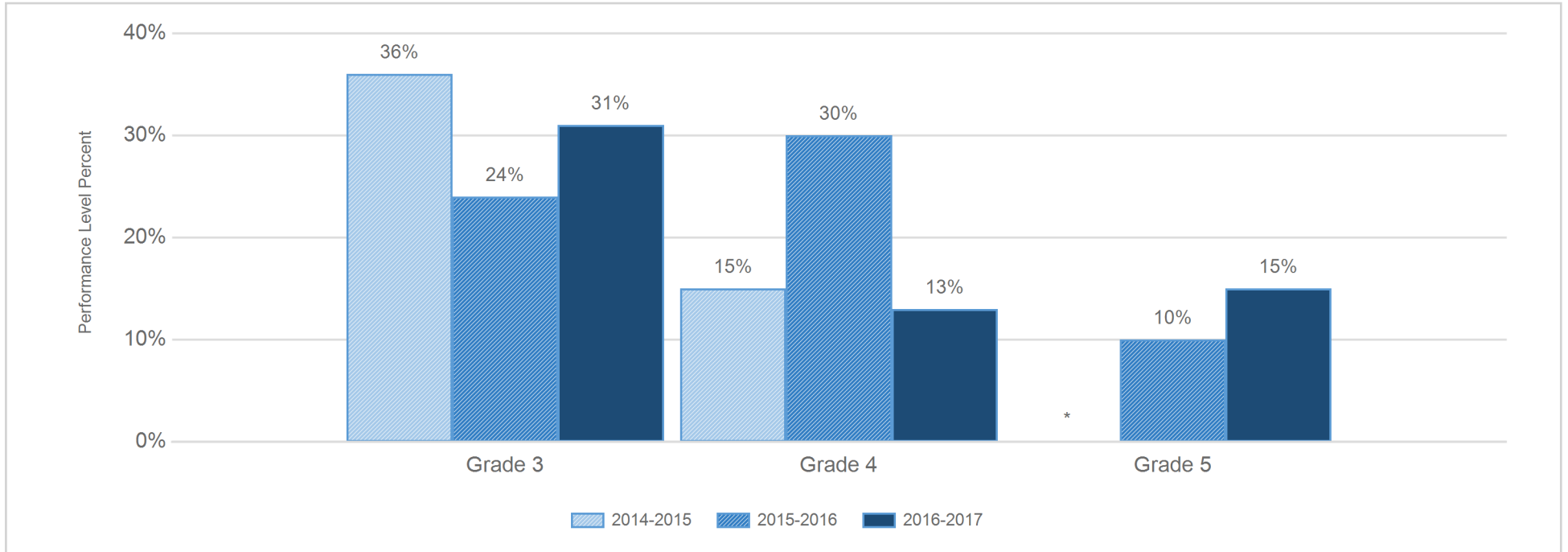


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Alternate Assessments - 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	*	*
5	*	*

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. The table also shows 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
1	22	*	*
2	18	*	*
3	12	*	*
4	12	*	*
5+	27	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

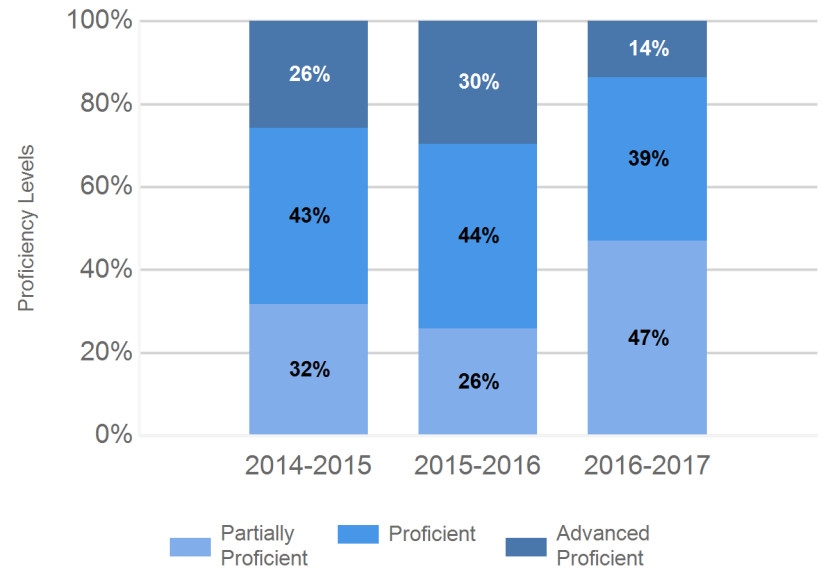
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	14%	39%	47%
White	N	N	N
Hispanic	17%	48%	35%
Black or African American	12%	35%	54%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	11%	40%	49%
Students with Disabilities	*	*	*
English Learners	8%	42%	50%

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	45.5	47	50	Met Target	24	36	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	45	56	49	Met Target	33.5	37	47	Not Met
Black or African American	46	46	45	Met Target	22	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	46	47	47	Met Target	21	36	46	Not Met
Students with Disabilities	*	40	41	**	*	30	43	**
English Learners	45.5	50.5	53	Met Target	26	31.5	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

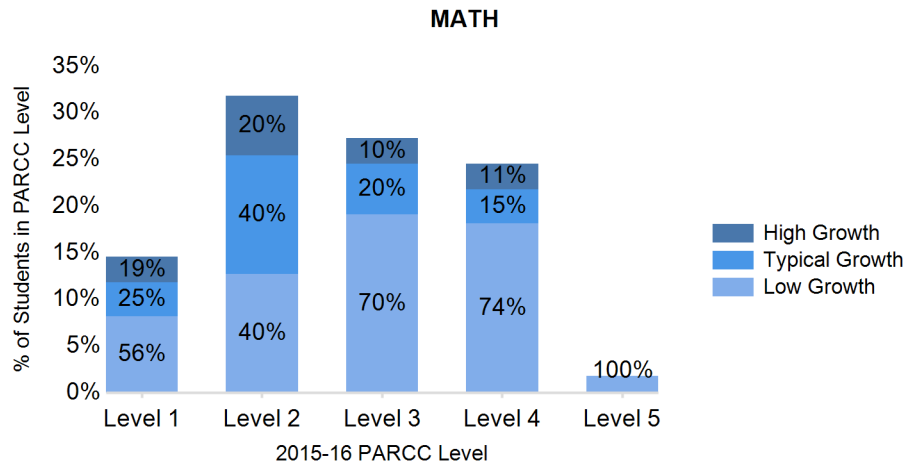
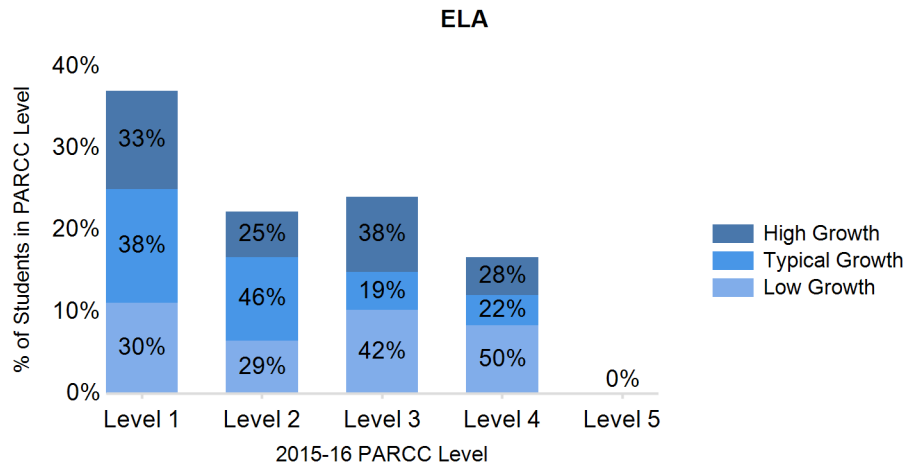
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

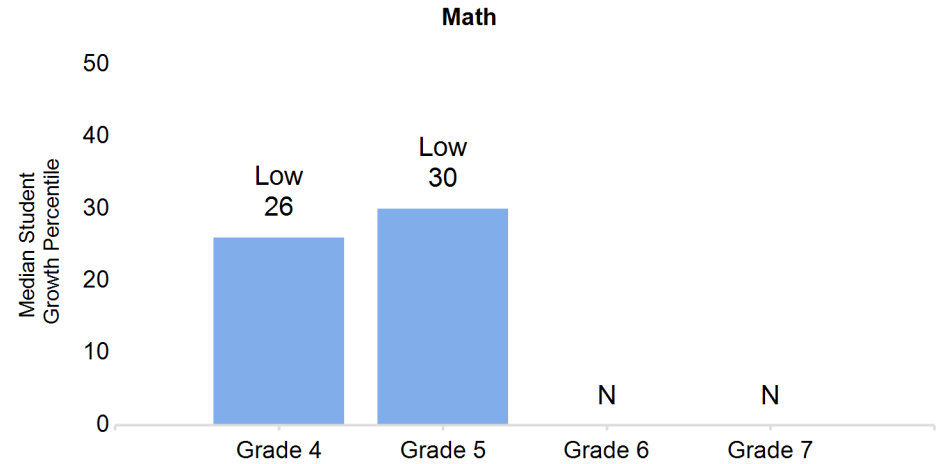
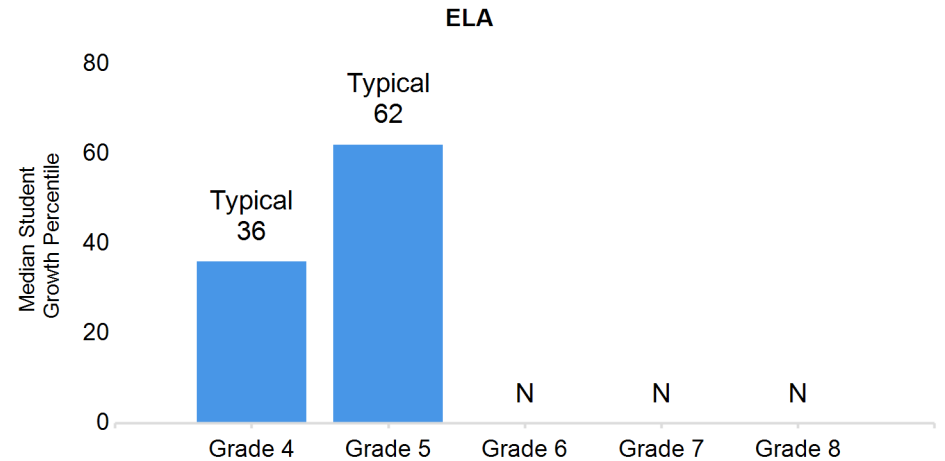
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

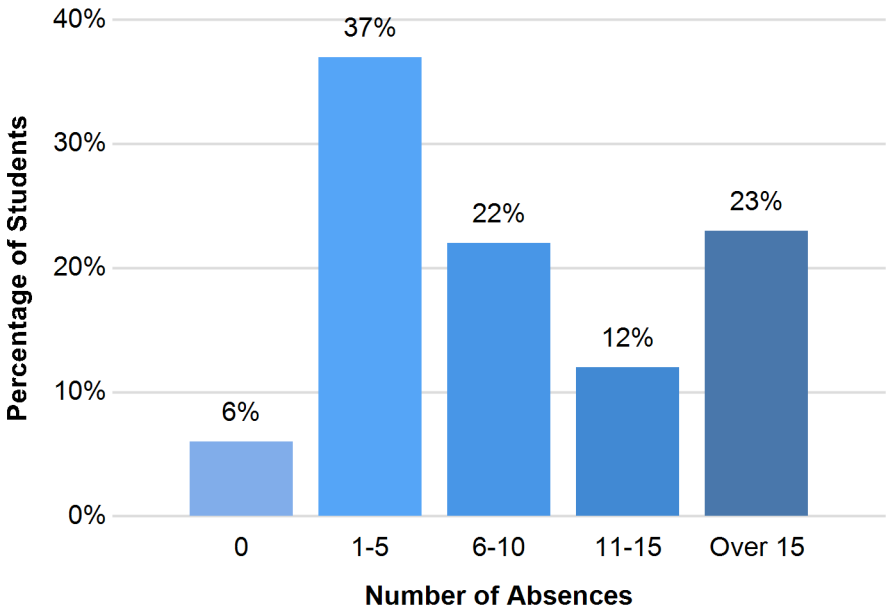
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	17.90	8.40	Not Met
White	N	**	**
Hispanic	16.30	8.40	Not Met
Black or African American	18.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	18.40	8.40	Not Met
Students with Disabilities	27.30	8.40	Not Met
English Learners	13.80	8.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



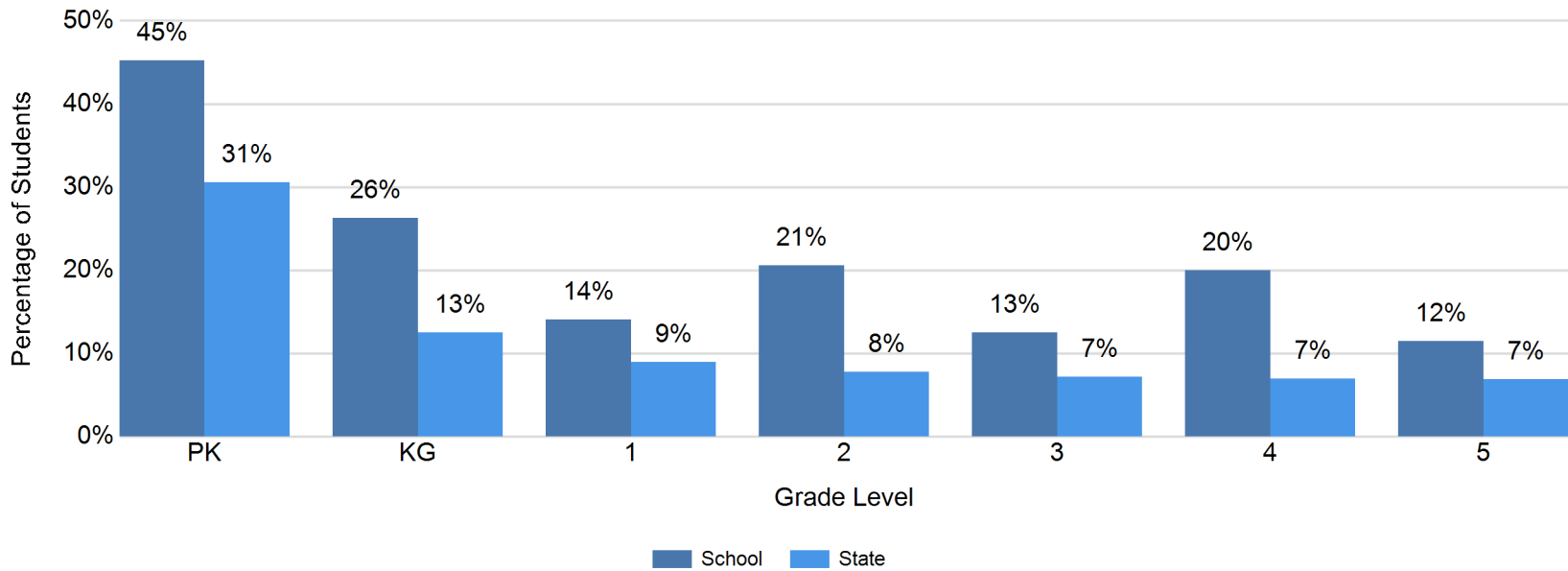


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	6.9%
Any Suspension	7.1%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	4.4:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	34	120,724
Average years experience in public schools	10.8	11.8
Average years experience in district	9.8	10.5
Teachers in district for 4 or more years	71%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	492:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	9.1	17.5%
Mathematics Proficiency	14.2	17.5%
English Language Arts Growth	34.3	25.0%
Mathematics Growth	2.0	25.0%
Chronic Absenteeism	7.4	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		14.2
Summative Rating: Percentile rank of Summative Score		5.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	14.2	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	19.0	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	30.9	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	20.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	20.9	11.9	No	Met Target†	Met Target	Not Met	Met Target	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Love	Email Address:	slove@irvington.k12.nj.us
Address:	787 GROVE STREET IRVINGTON, NJ 07111-3605	Website:	https://irvington.k12.nj.us/schools/berkeley-terrace
Phone:	(973)399-6852	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • We have two monthly parent workshops that focus on academics and effective parenting. A Spanish translator is available. • We host Bring Your Parent to School Day, which involves parents shadowing their children through the school day. • We held 2 six-week Parent Academies. Parents engaged in workshops regarding curriculum, assessment, and life skills.
 <p>Mission, Vision, Theme:</p>	<p>The mission of Berkeley Terrace Elementary School is to foster an environment that is learner-centered, positive, caring and intellectually stimulating for our students. We will ensure that our staff collaborates to develop a superior educational program for all of our students. We will work diligently to provide our students with a sound foundation that is comprised of highly engaging instruction and rigorous learning experiences. Our motto is “ Berkeley-Where Every Child Succeeds.”</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Berkeley Terrace School has received many accolades and awards in recent years. Berkeley is home to several outstanding teachers who have produced winners in the many district sponsored essay contests in grades 3 through 5. One of our students won First Place in the County Fire Prevention poster contest. We have had first place winners in the Essex County Pride Essay contest. We also have received recognition and donations from numerous organizations in Irvington and surrounding towns.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>We are committed to providing a quality education in order to ensure that our scholars are well-prepared for college and 21st century careers by the end of high school. We offer a print-rich, language and literature-based English Language Arts curriculum utilizing SmartBoards and Chromebooks to support our scholars' love of learning. In mathematics, acquisition of essential skills is enhanced by online assessments, engaging real-world mathematics scenarios, and data-driven instruction.</p>
 <p>Clubs and Activities:</p>	<p>Berkeley Terrace Elementary School celebrates diversity infused with creativity, recognizing the uniqueness of each scholar. Scholars are encouraged to actively participate in all aspects of school life such as Elementary Honor Society, the Magnificent OWLS Club (a community service group), Safety Patrol, Scholar of the Month, Scholar of the Year, Student Council, Basketball Team, School Spirit Step Team, School Chorus, Cheer Squad, the Library Council, and the Chess Club.</p>
 <p>Before and After School Programs:</p>	<p>At Berkeley Terrace School, we have a Read 180/System 44 After School program that gives our scholars additional time to improve their comprehension skills. The program is data-driven and sequential. We also sponsor an Enrichment Program for scholars who enjoy English Language Arts and Mathematics. In the Enrichment Program, the focus is to spend quality time engaging and discussing rigorous academic problems. Both programs are offered to scholars in grades three through five.</p>







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School Narrative

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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>At Berkeley Terrace, we have weekly dancing/stretching with the RubberBand Man. We also have yearly Fire Prevention and Safe Routes to School assembly programs. Students, staff, and parents participate in the annual Breast/Colon Cancer Walk. In regards to nutrition, students were visited by Julian the Giraffe, (vegetable presentation), Harry the Hyena (carbohydrate presentation), and Murray the Monkey (fruit presentation). The school participates in the Breakfast After the Bell program.</p>
 <p>Parent and Community Involvement:</p>	<p>Berkeley has a Parent Coordinator who plans many events for parents. She offers demonstrations on how to utilize the Parent Portal and she also assists the parents with accessing the Home/School areas in our Reading Wonders and My Math programs. She has forged partnerships with area businesses that offer our families services and items to make their home lives brighter. She also advocates for our parents and gives them helpful information on voting, parental rights, and community affairs.</p>




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School Narrative

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 <p>Facilities:</p>	<p>Berkeley Terrace has received hallway lighting upgrades. These hallways now light the way for stakeholders to clearly see posted authentic student work. State of the art water fountains have been installed in the school. A new gymnasium divider door has been installed, which allows a physical education class and a lunch period to occur simultaneously. Chromebook carts have been ordered for the last 3 years in an effort to infuse technology into instruction.</p>
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School Narrative

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Other Information:

The dedicated staff members of Berkeley Terrace are committed to providing our culturally diverse student body with the highest quality educational experience possible. Our teachers strive to increase our scholars' levels of academic performance. Teachers refine their lessons to enhance their instruction in order to raise the level of academic achievement. Teachers incorporate a balance of whole class, small group, and individualized instruction to meet the needs of all scholars. As a collaborative team of parents and educators, we seek to provide our scholars with an environment that is enriched, safe, and productive. Our goal is to maintain an academic setting that stimulates curiosity and sensitizes scholars to the world they live in. To achieve these objectives, there are many shared opportunities in all aspects of the teaching/learning process. All the members of our educational community share an important role in providing our scholars with programs and services that will encourage and enrich their love of learning. Scholastic achievement and social development are cultivated and fostered through authentic and meaningful educational experiences at Berkeley Terrace School. We want our scholars to understand that learning is a lifelong process that starts in the classroom but can be taken wherever they go. Berkeley Terrace Elementary School celebrates diversity infused with creativity, recognizing the uniqueness of each scholar. Parental involvement is integral to a scholar's success. Our parents are encouraged to be involved at Berkeley Terrace by joining the PTA and/or the School Leadership Council (SLC); attending school assembly programs and Back to School Night; and chaperoning field trips. With the continued support and commitment of all parents, families, and staff, Berkeley Terrace Elementary School will succeed in giving our community's future leaders a rewarding educational experience. At Berkeley, we believe all students will succeed.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	0	0	0
KG	88	74	74
1	88	97	83
2	73	78	94
3	79	78	75
4	77	79	76
5	62	64	72
Ungraded	0	2	0
Total	467	472	474

Student Group	2014-15	2015-16	2016-17
Female	47%	48%	50%
Male	53%	52%	50%
Economically Disadvantaged Students	77%	79%	75%
Students with Disabilities	5%	7%	4%
English Learners	13%	29%	29%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	87.3%
Hispanic	10.5%
Asian	0.8%
Native Hawaiian or Pacific Islander	0.2%
White	0.2%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.8%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	90	74	74

Home Language	% of Students
English	49.2%
Haitian	31.2%
Spanish	10.5%
Creoles and pidgins, English based	3.8%
Igbo	1.7%
<i>Other</i>	3.5%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	151	98.7	28.40	24.90	54.90	28.4	29.4	Met Target†
White	N	N	N	33.40	63.90	N	**	**
Hispanic	18	100.0	38.90	*	39.80	38.9	N	N
Black or African American	133	98.5	27.10	24.60	35.20	27.1	29.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	45.00	80.70	N	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	33.40	54.90	N	**	**
Female	78	99.1	35.90	31.40	62.20	35.9		
Male	73	98.3	20.50	18.60	48.10	20.5		
Economically Disadvantaged Students	117	98.9	26.50	24.60	36.20	26.5	29.3	Met Target†
Non-Economically Disadvantaged Students	34	98.3	35.30	25.80	65.80	35.3		
Students with Disabilities	12	95.2	*	*	20.50	*	N	N
Students without Disabilities	139	99.1	*	*	61.90	*		
English Learners	43	100.0	23.30	15.20	25.20	23.3	14.5	Met Target
Non-English Learners	108	98.2	30.60	26.90	57.40	30.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	725	718	749	30%	*	22%	27%	*	30%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	69	725	719	731	29%	*	23%	26%	*	29%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	33	730	720	754	*	*	*	*	*	39%	55%
Male	41	720	716	745	*	*	*	*	*	22%	46%
Economically Disadvantaged Students	54	725	717	731	*	*	*	*	*	30%	31%
Non-Economically Disadvantaged Students	20	725	721	762	*	*	*	*	*	30%	63%
Students with Disabilities	10	701	699	720	*	*	*	*	*	10%	24%
Students without Disabilities	64	729	720	755	*	*	*	*	*	33%	55%
English Learners	13	693	694	709	*	*	*	*	*	*	11%
Non-English Learners	61	731	721	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	733	725	753	*	20%	31%	26%	*	31%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	64	733	725	737	*	22%	31%	25%	*	30%	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	35	740	729	758	*	*	*	*	*	43%	61%
Male	39	727	721	749	*	*	*	*	*	21%	51%
Economically Disadvantaged Students	56	734	726	737	*	*	*	*	*	30%	36%
Non-Economically Disadvantaged Students	18	729	722	764	*	*	*	*	*	33%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	78	731	730	756	15%	28%	33%	23%	0%	23%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	67	730	730	740	16%	30%	33%	21%	0%	21%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	42	732	734	761	*	*	33%	*	0%	26%	66%
Male	36	730	725	750	*	*	33%	*	0%	19%	53%
Economically Disadvantaged Students	59	732	730	740	*	20%	*	*	0%	22%	40%
Non-Economically Disadvantaged Students	19	729	727	765	*	53%	*	*	0%	26%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

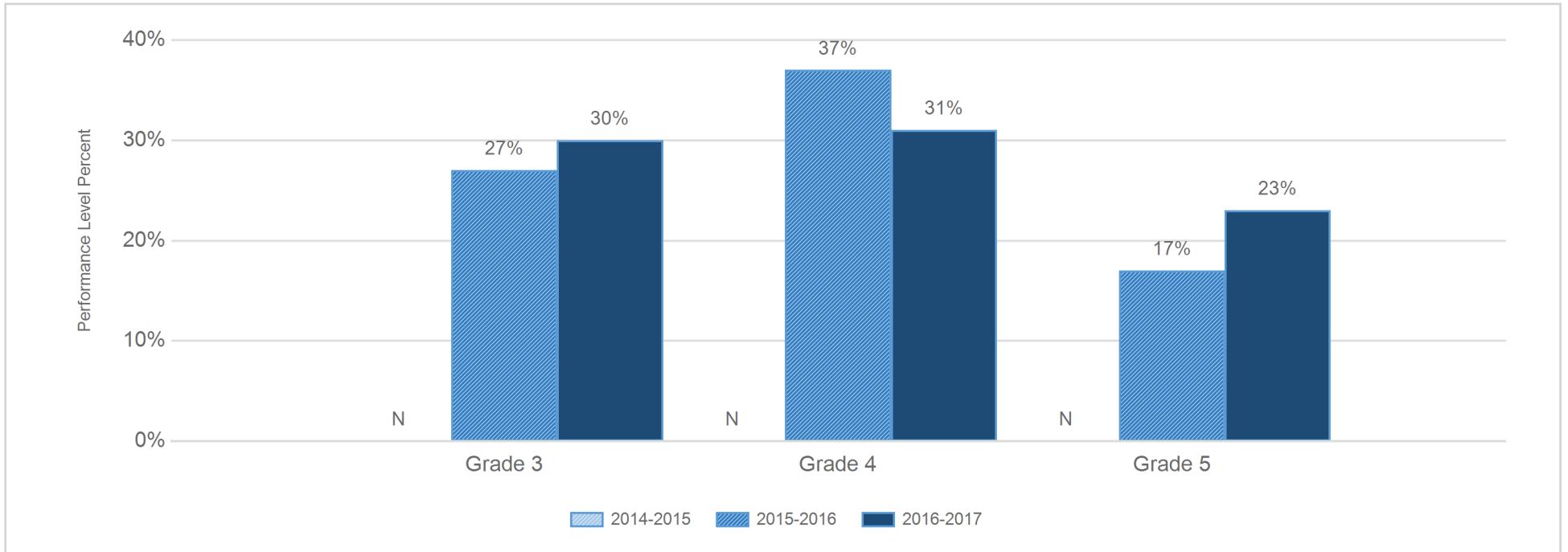


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	155	98.3	11.00	11.90	43.50	11	19.7	Not Met
White	N	N	N	33.30	52.40	N	**	**
Hispanic	18	100.0	22.20	12.80	27.60	22.2	N	N
Black or African American	137	98.6	*	11.70	21.70	*	17.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	15.00	75.60	N	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	12.50	44.90	N	**	**
Female	80	99.1	*	13.00	44.10	*		
Male	75	97.6	*	11.00	42.90	*		
Economically Disadvantaged Students	120	98.3	10.80	11.60	25.10	10.8	22	Not Met
Non-Economically Disadvantaged Students	35	98.3	11.40	13.10	54.30	11.4		
Students with Disabilities	12	95.2	*	*	16.50	*	N	N
Students without Disabilities	143	98.6	*	*	48.80	*		
English Learners	47	100.0	10.60	*	23.30	10.6	11.7	Met Target†
Non-English Learners	108	97.6	11.10	*	45.20	11.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	726	725	751	19%	32%	31%	*	*	19%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	71	727	724	733	*	34%	32%	17%	*	18%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	33	732	726	751	*	*	*	*	*	21%	52%
Male	42	721	724	751	*	*	*	*	*	17%	53%
Economically Disadvantaged Students	54	729	724	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	21	718	727	761	*	*	*	*	*	*	65%
Students with Disabilities	10	723	712	729	*	*	*	*	*	20%	29%
Students without Disabilities	65	726	727	755	*	*	*	*	*	19%	57%
English Learners	15	711	713	724	*	*	*	*	*	*	21%
Non-English Learners	60	730	727	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	77	717	718	747	29%	31%	26%	14%	0%	14%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	67	717	717	729	28%	31%	27%	*	*	13%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	36	723	720	747	*	*	*	*	*	*	47%
Male	41	713	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	59	717	718	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	18	718	716	757	*	*	*	*	*	17%	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	718	716	747	*	*	*	*	*	*	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	68	716	715	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	43	717	718	747	*	*	*	*	*	*	47%
Male	36	719	714	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	60	720	717	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	19	713	712	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

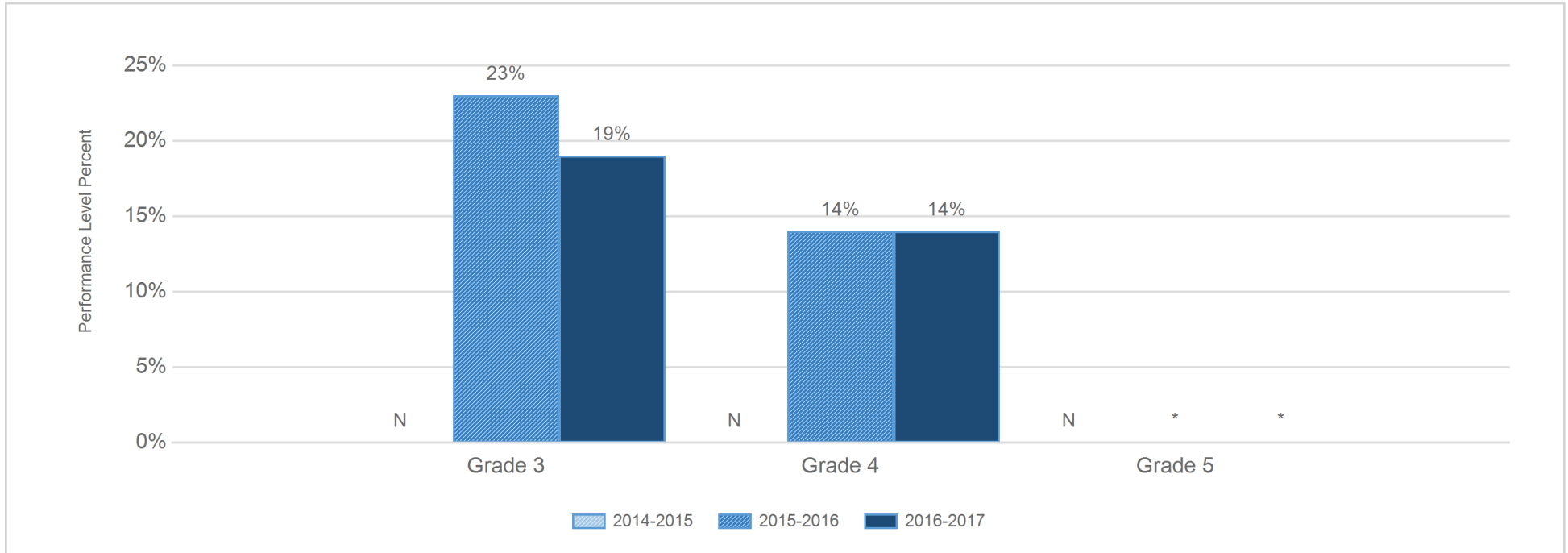


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	20	*	*
2	28	*	*
3	19	*	*
4	21	*	*
5+	20	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

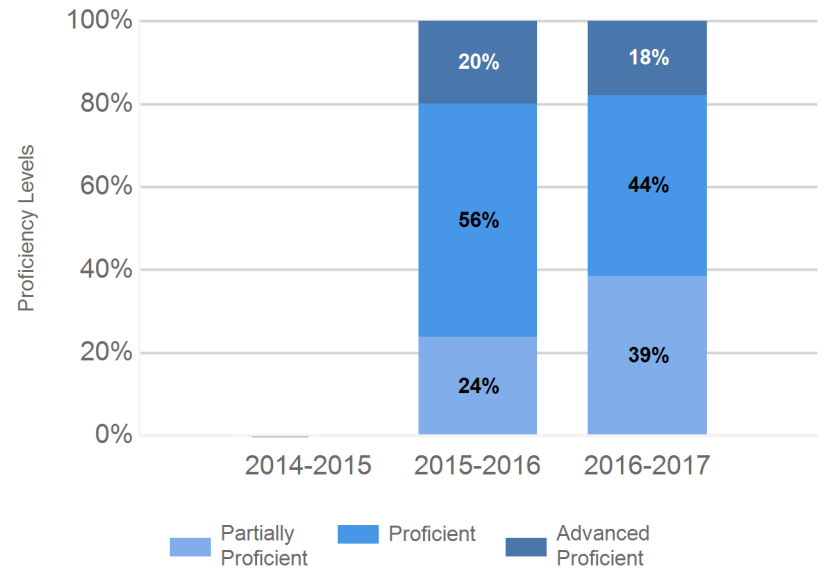
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	18%	44%	39%
White	N	N	N
Hispanic	10%	40%	50%
Black or African American	19%	44%	37%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	17%	44%	39%
Students with Disabilities	*	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	49	47	50	Met Target	27	36	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	74	56	49	**	32.5	37	47	**
Black or African American	44	46	45	Met Target	27	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	52	47	47	Met Target	27	36	46	Not Met
Students with Disabilities	*	40	41	**	*	30	43	**
English Learners	45	50.5	53	Met Target	30	31.5	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

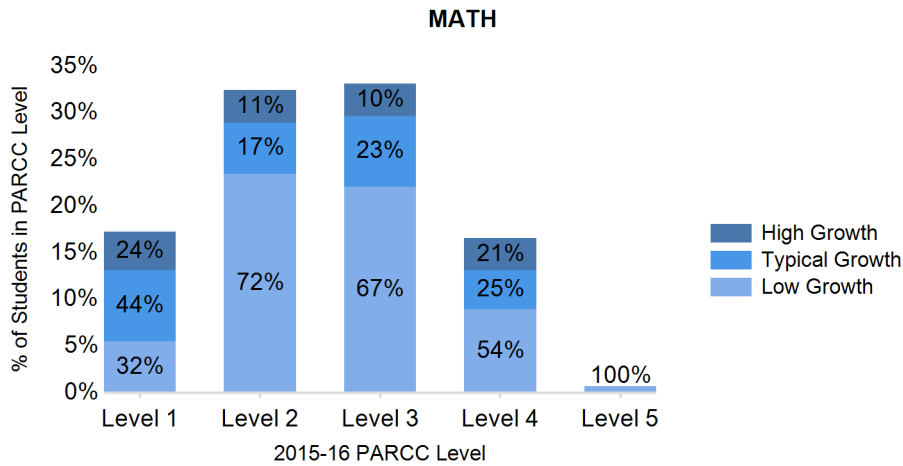
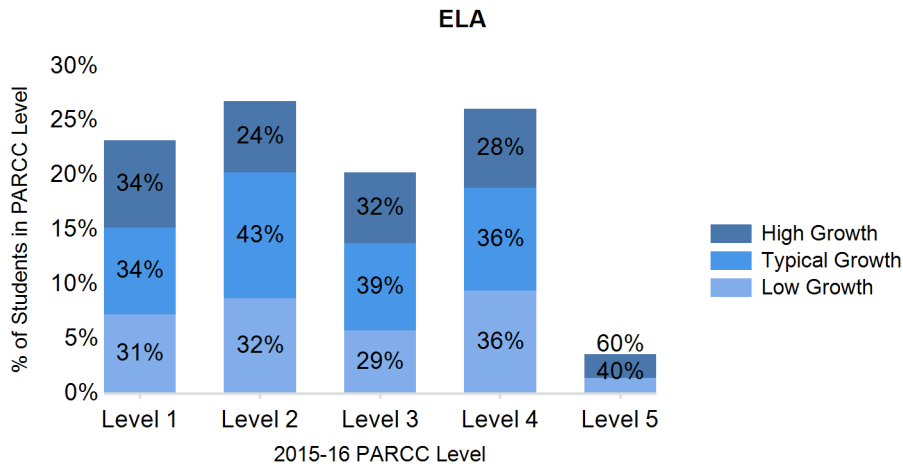
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

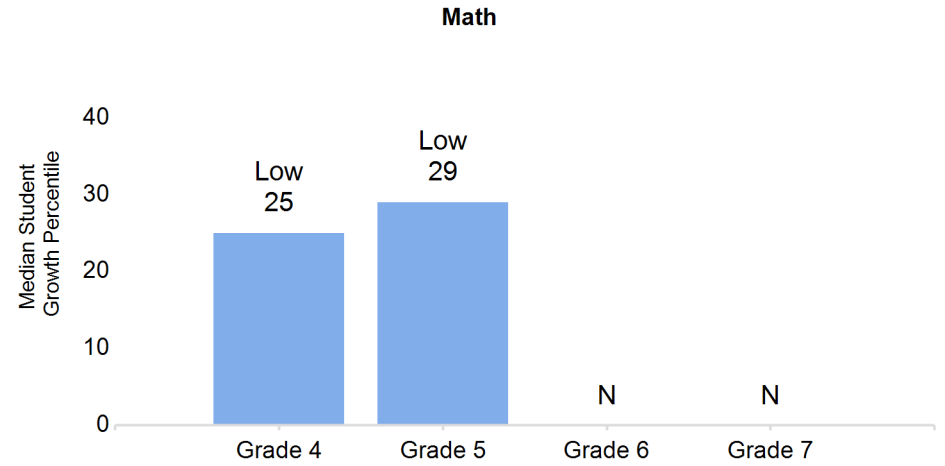
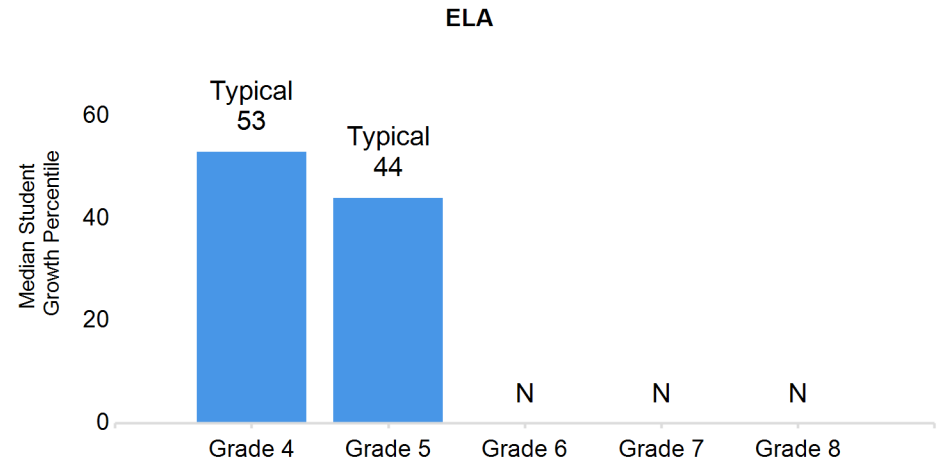
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

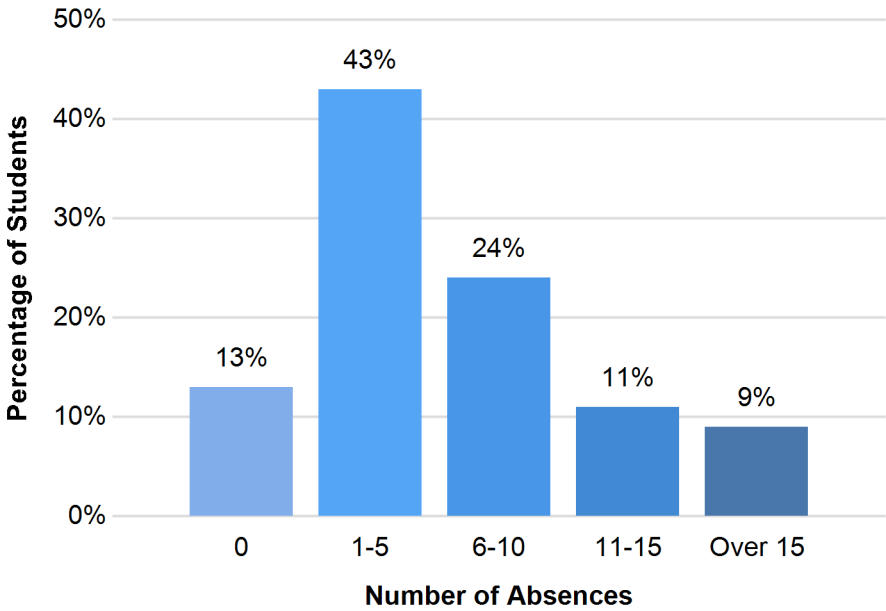
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	6.80	8.40	Met Target
White	N	**	**
Hispanic	13.70	8.40	Not Met
Black or African American	5.90	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	6.40	8.40	Met Target
Students with Disabilities	20.60	8.40	Not Met
English Learners	2.90	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



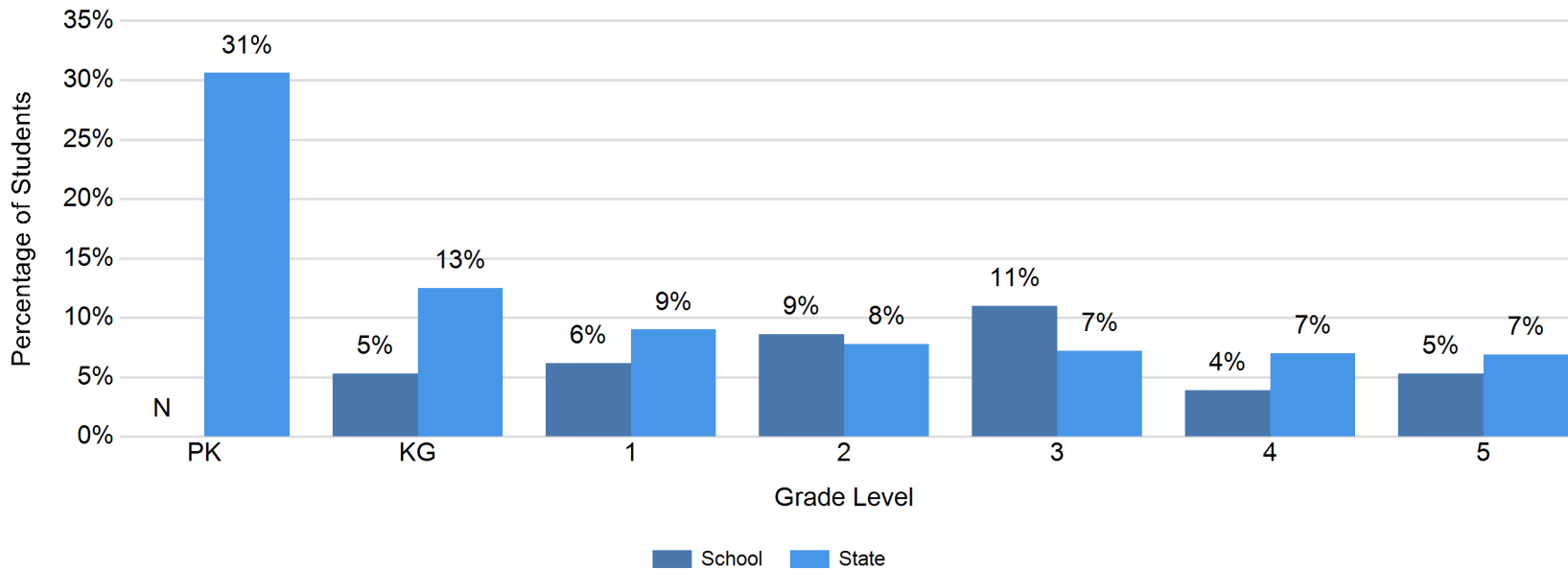


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	1
Vandalism	0
Weapons	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.21

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.7%
Any Suspension	5.7%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	30	120,724
Average years experience in public schools	12.8	11.8
Average years experience in district	11.6	10.5
Teachers in district for 4 or more years	83%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	14:1
Administrators	474:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	12.2	17.5%
Mathematics Proficiency	4.7	17.5%
English Language Arts Growth	44.9	25.0%
Mathematics Growth	3.1	25.0%
Chronic Absenteeism	49.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		22.3
Summative Rating: Percentile rank of Summative Score		11.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	22.3	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	32.8	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	34.2	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	32.7	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



CHANCELLOR AVENUE SCHOOL
 2016-2017
 Grade Span PK-05




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School General Info

Principal:	Dr. Jackson	Email Address:	wjackson@irvington.k12.nj.us
Address:	844 CHANCELLOR AVENUE IRVINGTON, NJ 07111	Website:	https://irvington.k12.nj.us/schools/chancellor-avenue/
Phone:	(973)399-6858	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Chat and Chew with the Principal sessions are held to provide parents with an opportunity to meet with the principal. • Summer and Spring Community Walks are held in which the principal and staff visit homes to meet and speak with parents. • Family Game Night is held to provide an opportunity for students, parents and families to get to know one another.
 <p>Mission, Vision, Theme:</p>	<p>Chancellor Avenue Elementary School is a diverse community of K-5 students. We are committed to pursuing academic excellence and developing character and creativity in our students. Our mission is to provide a learning environment that is rich with experiences to enhance the cognitive, social, and emotional development of the whole child so each student is prepared to be a shaping force for the 21st century.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Chancellor Avenue School students have been recognized for many accomplishments. One student placed 1st in the Essex County Fire Prevention and Protection Association Poster Contest. Another student achieved 1st Place in the Martin Luther King Jr. Essay Contest for Grade 5. Chancellor has received recognition and donations from numerous organizations in Irvington and surrounding towns.</p>






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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Chancellor Avenue Elementary School exemplifies the District’s commitment to academic excellence. Our comprehensive integrated curriculum is aligned to the New Jersey Student Learning Standards and is implemented by our highly trained educators using current, evidence-based practices. We set high academic standards while simultaneously developing intellectual curiosity and independence of thought.</p>
 <p>Clubs and Activities:</p>	<p>Chancellor provides several extracurricular activities to enrich our students’ learning experience. Currently, we offer the following clubs and activities: National Elementary Honor Society, Safety Patrol, Chorus, and Student Council. Our critically acclaimed Chorus is frequently invited to perform throughout the community. Our Student Council participates in the Irvington Township Annual Memorial Day Parade and the Irvington Township Fire Department Annual Breast/Colon Cancer Awareness Walk.</p>
 <p>Before and After School Programs:</p>	<p>Chancellor offers a Saturday Academy program that serves students in grades 3 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessments. The program is taught by highly qualified teachers who are required to maintain progress data for each student. The teachers provide re-teaching and/or acceleration as needed.</p>







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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.

 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English Language Arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>Chancellor Avenue School participates in the Breakfast After the Bell program. Students are provided with a daily healthy and nutritious breakfast. A comprehensive Physical Education curriculum is implemented during Physical Education classes. Our School Nurse maintains and regularly updates a bulletin board that provides health and wellness information and our school annually conducts a Breast and Colon Cancer Awareness Walk around the school.</p>
 <p>Parent and Community Involvement:</p>	<p>Chancellor is a community-based school providing resources and services to parents and opportunities for parents to share responsibility for their children’s success. To strengthen our partnership with parents, we conduct Community Walks, Parent Meetings and Chat & Chew with the Principal sessions. Chat & Chew with the Principal sessions are open-forums for parents to discuss various topics and concerns with the principal.</p>




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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.

 <p>Facilities:</p>	<p>Chancellor Avenue School is a classic American school building that maintains much of its original style. We have an auditorium that is used daily with a seating capacity of 500. All of our classrooms are equipped with interactive SmartBoards or Clear Touch Boards. Chancellor is equipped with wireless access points throughout the building to effectively support teaching and learning. Chromebook carts have been purchased for the last 3 years in an effort to infuse technology into instruction.</p>
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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.



Other Information:

Chancellor Avenue School provides an environment in which every student is respected and given the opportunity to develop strong character, attitudes, and values. Character education is taught through The 6 Pillars of Character Education: trustworthiness, respect, responsibility, fairness, caring and citizenship. We begin each day with Morning Convocation, a structured celebration of school pride and affirmation of our greatness. Sample activities include the recitation of school pledges and rules, the singing of patriotic and motivational songs, and the presentation of daily announcements. Students and staff are regularly recognized on their birthday and for academic and personal accomplishments. Morning Convocation energizes and focuses the entire community on achieving their full academic and social potential throughout the day. We celebrate the personal and academic accomplishments each quarter during our Marking Period Awards Ceremonies. Our most unique and exciting program is called "Picture Me Tomorrow". It is an integration of character education, career awareness and goal setting. Students engage in career research, compose grade appropriate essays on a chosen profession, and then come to school on Halloween dressed in career attire. Chancellor Avenue School has a basketball team and cheerleading squad that practices for games and then competes against other Irvington elementary schools. In addition, the students practice for the Play Unified Day and the Special Olympics that are held at Irvington High School. We also have a Chorus that practices for performances that are presented at the school and throughout the city. We promote parental involvement by encouraging parents to join the PTA and/or the School Leadership Council (SLC); attend school assembly programs and Back to School Night; and chaperone field trips. We are committed to preparing our students to be 21st century thinkers and learners and college and career ready.




FLORENCE AVENUE SCHOOL
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Grade Span KG-05

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1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



FLORENCE AVENUE SCHOOL
2016-2017
Grade Span KG-05

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
KG	117	99	114
1	101	112	102
2	118	103	114
3	98	108	101
4	80	101	103
5	93	78	105
Ungraded	0	0	0
Total	607	601	639

Student Group	2014-15	2015-16	2016-17
Female	53%	52%	52%
Male	47%	48%	48%
Economically Disadvantaged Students	94%	92%	75%
Students with Disabilities	3%	3%	3%
English Learners	23%	31%	34%
Homeless Students			0%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	61.3%
Hispanic	37.6%
Asian	0.3%
Native Hawaiian or Pacific Islander	0.3%
American Indian or Alaska Native	0.2%
White	0.2%
Two or More Races	0.2%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	118	99	114

Home Language	% of Students
Spanish	36.6%
English	33.8%
Haitian	26.8%
Other	2.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	261	99.7	37.90	24.90	54.90	37.9	30.3	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	96	100.0	33.30	*	39.80	33.3	27.8	Met Target
Black or African American	162	99.5	40.70	24.60	35.20	40.7	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	*	**	**
Two or More Races	N	N	N	33.40	54.90	N	**	**
Female	147	100.0	37.40	31.40	62.20	37.4		
Male	114	99.3	38.60	18.60	48.10	38.6		
Economically Disadvantaged Students	193	100.0	40.40	24.60	36.20	40.4	30.2	Met Target
Non-Economically Disadvantaged Students	68	98.8	30.90	25.80	65.80	30.9		
Students with Disabilities	*	*	*	*	20.50	*	**	**
Students without Disabilities	*	*	*	*	61.90	*		
English Learners	71	100.0	25.30	15.20	25.20	25.3	14.7	Met Target
Non-English Learners	190	99.5	42.60	26.90	57.40	42.6		
Homeless Students	N	N	N	25.00	26.40	N		
Students In Foster Care	N	N	N	16.70	24.80	N		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	720	718	749	34%	19%	19%	28%	0%	28%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	41	713	712	734	42%	*	*	*	0%	22%	35%
Black or African American	56	726	719	731	27%	21%	20%	32%	0%	32%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	48	718	720	754	38%	*	*	23%	*	23%	55%
Male	50	722	716	745	30%	*	*	32%	*	32%	46%
Economically Disadvantaged Students	60	720	717	731	32%	*	*	23%	0%	23%	31%
Non-Economically Disadvantaged Students	38	719	721	762	37%	*	*	34%	0%	34%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	25	684	694	709	*	*	*	*	*	*	11%
Non-English Learners	73	732	721	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	99	742	725	753	17%	*	21%	37%	*	47%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	34	741	725	740	*	*	*	41%	*	47%	40%
Black or African American	63	742	725	737	*	*	19%	35%	*	46%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	61	741	729	758	*	*	*	39%	*	44%	61%
Male	38	743	721	749	*	*	*	34%	*	50%	51%
Economically Disadvantaged Students	82	744	726	737	*	*	*	*	*	50%	36%
Non-Economically Disadvantaged Students	17	732	722	764	*	*	*	*	*	29%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	733	730	756	*	29%	25%	33%	*	34%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	34	726	727	743	*	32%	*	*	*	29%	44%
Black or African American	66	737	730	740	*	27%	30%	36%	*	36%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	52	737	734	761	*	27%	29%	35%	*	37%	66%
Male	48	728	725	750	*	31%	21%	31%	*	31%	53%
Economically Disadvantaged Students	72	735	730	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	28	727	727	765	*	*	*	*	*	25%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

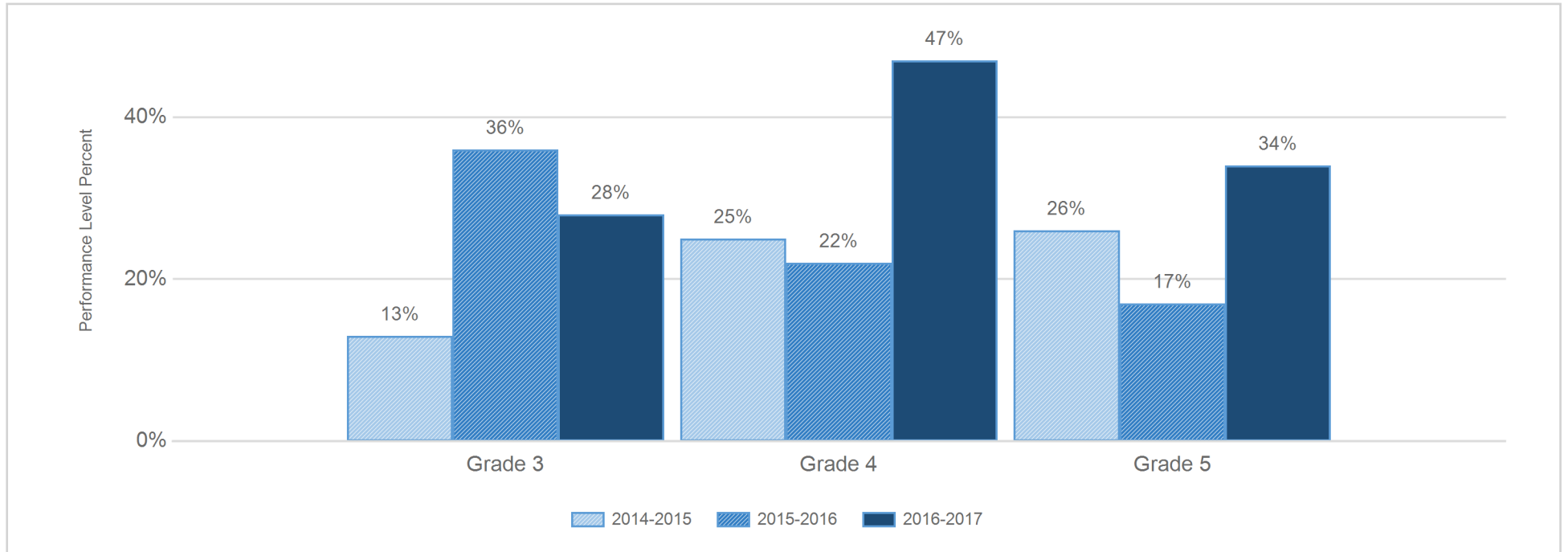


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	270	99.7	22.30	11.90	43.50	22.3	30.2	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	99	100.0	18.20	12.80	27.60	18.2	27.8	Not Met
Black or African American	168	99.5	25.00	11.70	21.70	25	30.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	*	**	**
Two or More Races	N	N	N	12.50	44.90	N	**	**
Female	155	100.0	21.90	13.00	44.10	21.9		
Male	115	99.3	22.60	11.00	42.90	22.6		
Economically Disadvantaged Students	195	100.0	24.10	11.60	25.10	24.1	30.9	Not Met
Non-Economically Disadvantaged Students	75	98.9	17.30	13.10	54.30	17.3		
Students with Disabilities	*	*	*	*	16.50	*	**	**
Students without Disabilities	*	*	*	*	48.80	*		
English Learners	80	100.0	12.60	*	23.30	12.6	22.4	Not Met
Non-English Learners	190	99.5	26.30	*	45.20	26.3		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	N	N	N	*	15.10	N		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	11.10	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	104	738	725	751	*	16%	40%	32%	*	34%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	42	737	730	738	*	*	43%	29%	*	31%	37%
Black or African American	61	739	724	733	*	18%	38%	34%	*	36%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	*	*	*	750	*	*	*	*	*	*	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	52	735	726	751	*	*	42%	33%	*	33%	52%
Male	52	742	724	751	*	*	39%	31%	*	35%	53%
Economically Disadvantaged Students	61	740	724	736	*	*	39%	31%	*	33%	34%
Non-Economically Disadvantaged Students	43	736	727	761	*	*	42%	33%	*	35%	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	31	721	713	724	*	*	42%	*	*	13%	21%
Non-English Learners	73	746	727	753	*	*	40%	*	*	43%	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	103	732	718	747	*	24%	47%	21%	*	21%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	34	737	722	734	*	*	65%	*	0%	18%	30%
Black or African American	67	730	717	729	*	30%	36%	24%	*	24%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	65	730	720	747	*	*	45%	*	*	20%	47%
Male	38	735	716	747	*	*	50%	*	*	24%	48%
Economically Disadvantaged Students	84	734	718	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	19	721	716	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	10	705	700	716	*	*	*	*	*	*	12%
Non-English Learners	93	735	720	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	106	717	716	747	*	*	*	*	*	*	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	36	716	716	735	*	*	*	*	*	*	30%
Black or African American	70	718	715	729	21%	40%	27%	*	*	11%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	58	717	718	747	*	*	*	*	*	*	47%
Male	48	717	714	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	74	718	717	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	32	714	712	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	15	687	699	717	*	*	*	*	*	*	12%
Non-English Learners	91	722	717	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

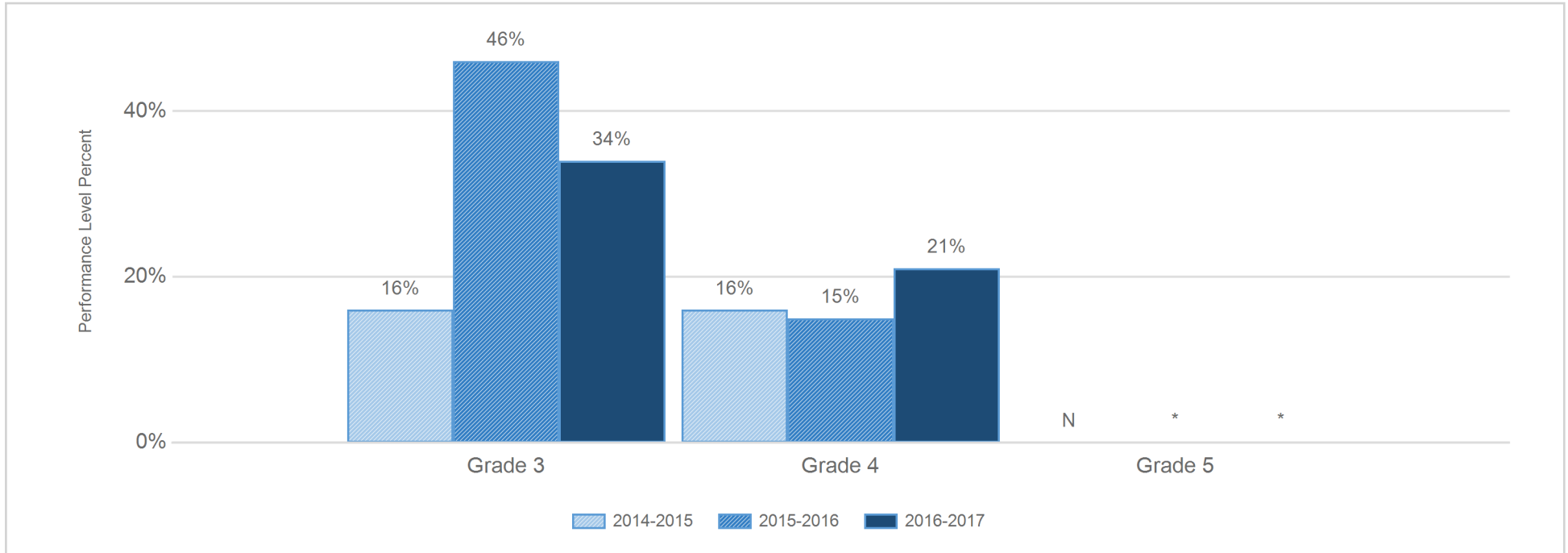


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	27	*	*
2	25	*	*
3	34	*	*
4	32	*	*
5+	36	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

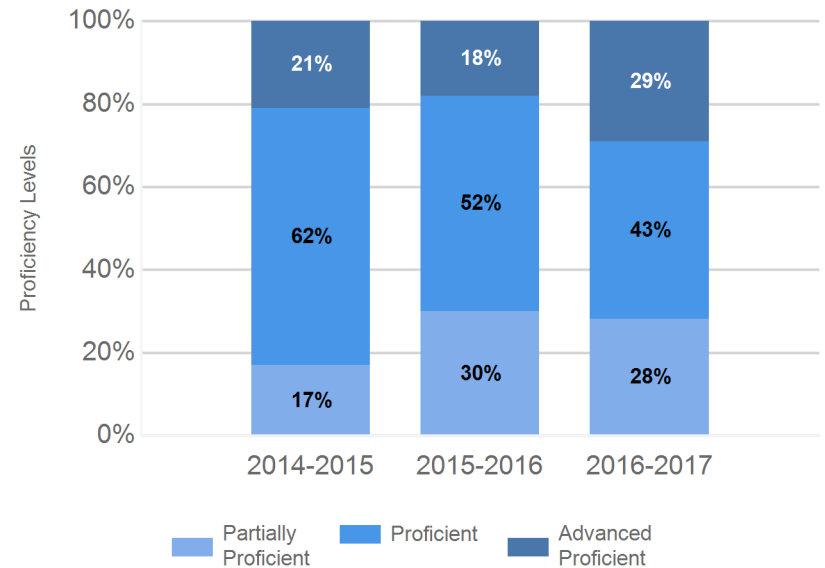
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	29%	43%	28%
White	N	N	N
Hispanic	29%	*	17%
Black or African American	30%	36%	34%
Asian, Native Hawaiian, or Pacific Islander	N	*	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	33%	39%	28%
Students with Disabilities	*	*	N
English Learners	N	18%	82%

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	55	47	50	Met Target	27.5	36	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	*	56	49	Exceeds Target	*	37	47	Not Met
Black or African American	52	46	45	Met Target	31	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44	60	**	*	23.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	55	47	47	Met Target	28	36	46	Not Met
Students with Disabilities	*	40	41	**	*	30	43	**
English Learners	61.5	50.5	53	Exceeds Target	23.5	31.5	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

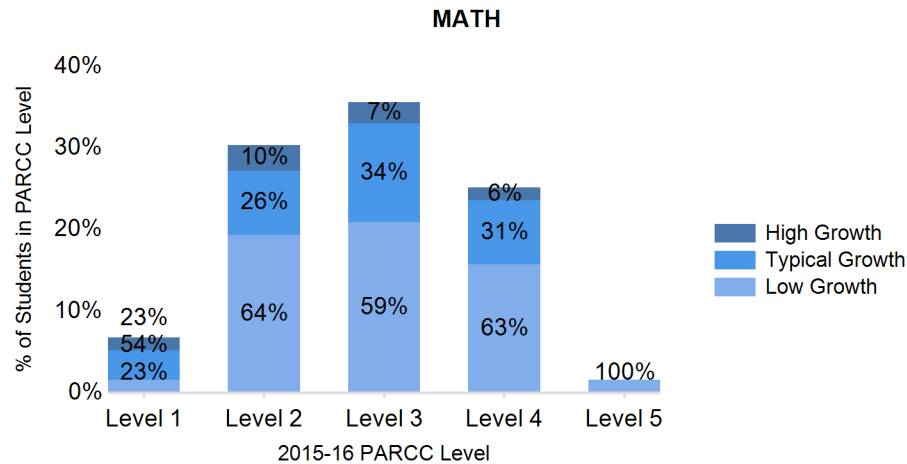
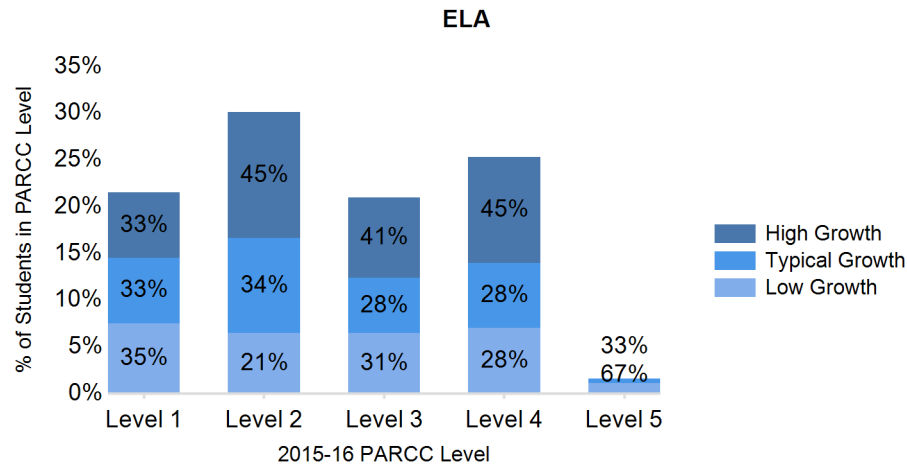
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

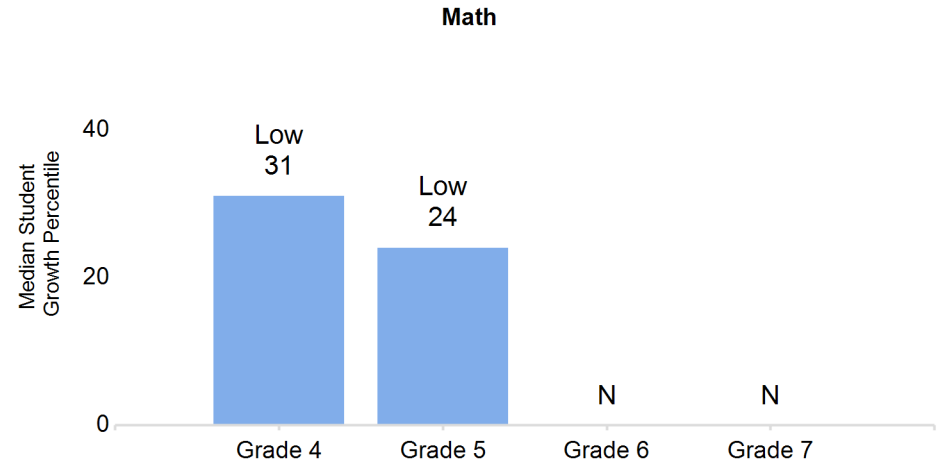
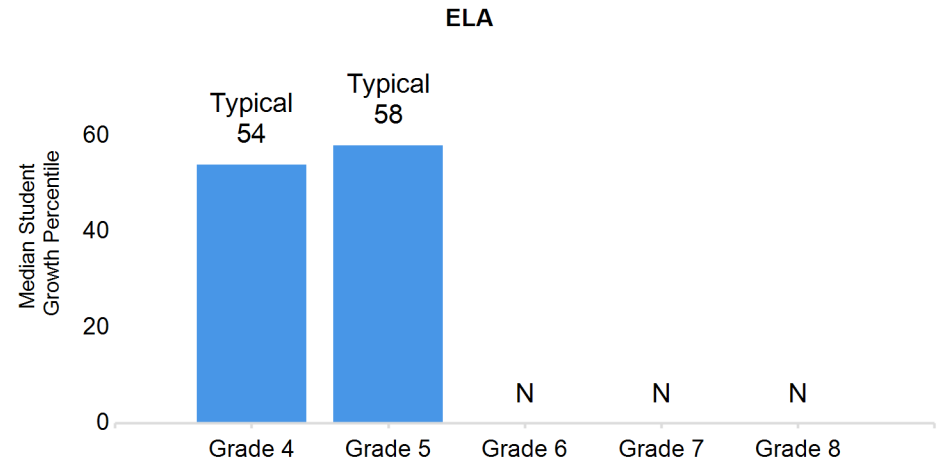
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

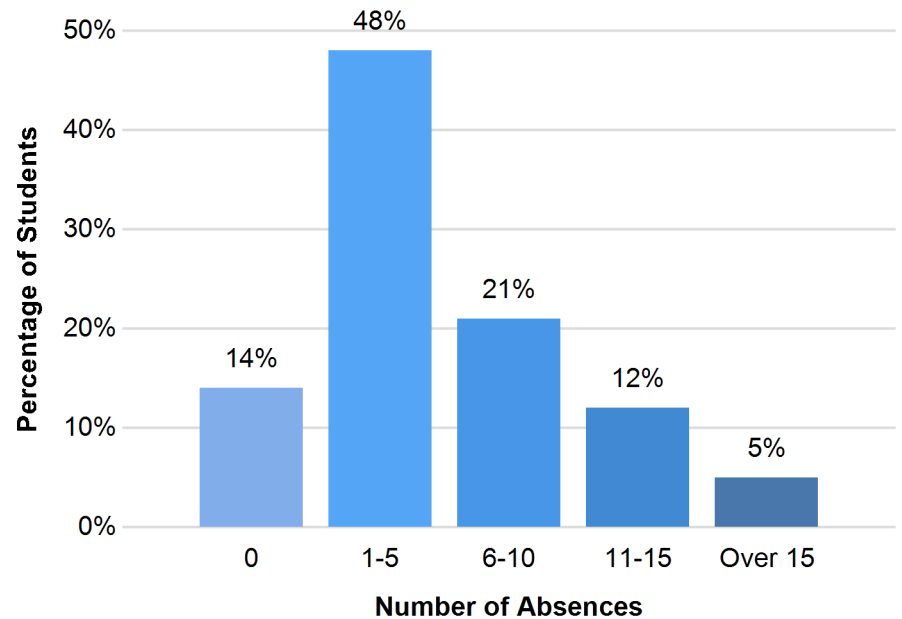
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	3.50	8.40	Met Target
White	N	**	**
Hispanic	3.80	8.40	Met Target
Black or African American	3.10	8.40	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	3.70	8.40	Met Target
Students with Disabilities	5.00	8.40	Met Target
English Learners	3.20	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



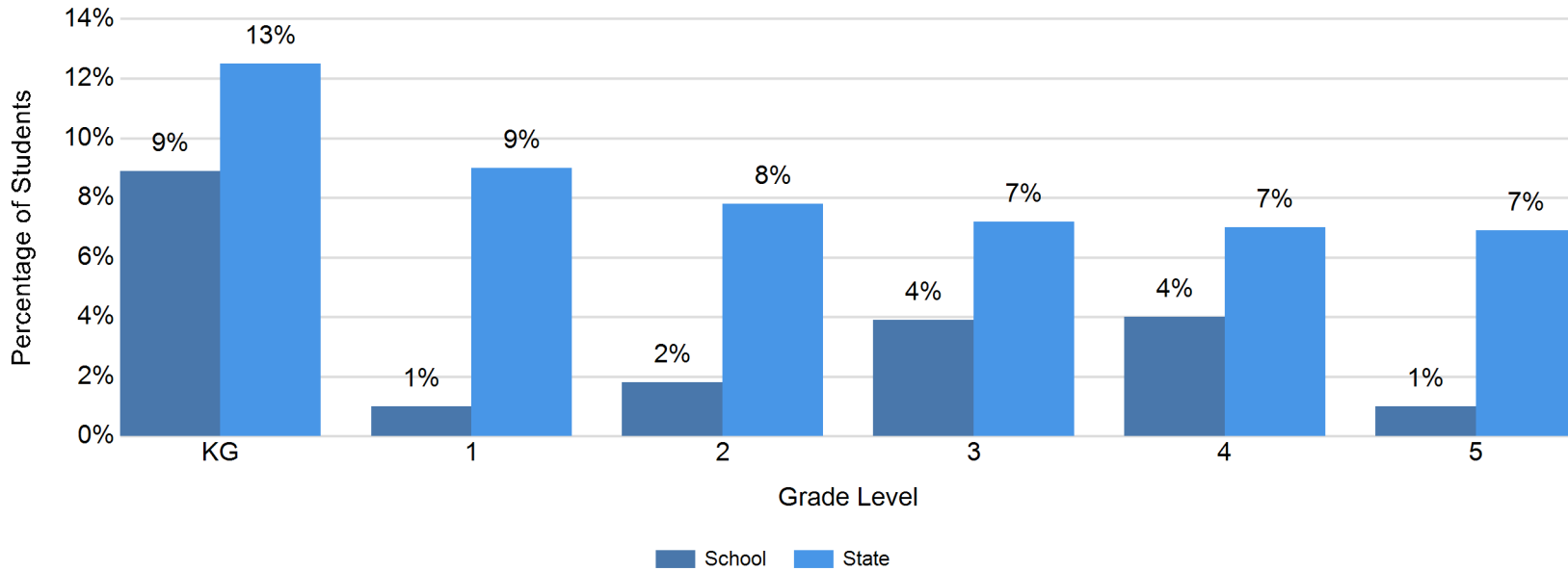


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	0.9%
Any Suspension	0.9%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	40	120,724
Average years experience in public schools	10.9	11.8
Average years experience in district	9.6	10.5
Teachers in district for 4 or more years	68%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	14:1
Administrators	639:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

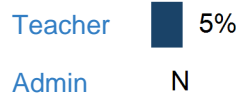
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	26.1	17.5%
Mathematics Proficiency	15.5	17.5%
English Language Arts Growth	75.7	25.0%
Mathematics Growth	2.9	25.0%
Chronic Absenteeism	90.0	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		40.4
Summative Rating: Percentile rank of Summative Score		34.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	40.4	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	43.8	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Not Met	No
Black or African American	58.1	11.9	No	Met Target	Met Target†	Met Target	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	50.9	11.9	No	Met Target	Not Met	Met Target	Met Target	Not Met	No
Students with Disabilities	**	**	No	**	**	Met Target	**	**	No
English Learners	45.7	11.9	No	Met Target	Not Met	Met Target	Exceeds Target	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Magee	Email Address:	amagee@irvington.k12.nj.us
Address:	1324 SPRINGFIELD AVENUE IRVINGTON, NJ 07111-1916	Website:	https://irvington.k12.nj.us/schools/florence-avenue/
Phone:	(973)399-6861	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Back to School Night: An opportunity for parents to receive information regarding facilities, curriculum and educators. • Friday Night Lights: A multicultural gala introducing staff, students, and parents with ethnic food, dance, and music. • Bring Your Parents to School Day: Parents shadow their children through school activities. Workshops are also provided.
 <p>Mission, Vision, Theme:</p>	<p>As a community of learners, we will seek to achieve academic excellence for all students by providing a multi-diversified program which will include a flexible up-to-date curriculum, modern technology, higher order thinking skills and a caring, highly qualified staff. This program will provide our students with the necessary 21st century skills to excel in society and an atmosphere in which children will develop physically, socially, and emotionally.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The school has received the following recognitions: First Step Recognition for New Jersey Safe Routes to School, Ezride Annual Recognition for Health and Safety Champions for Change, Scholastic Literacy Certificate of Recognition, National PTA School of Excellence Award, Irvington Public Schools Play Unified Championship, Catch Healthy Grant, and two teachers received the Governor’s Educator of the Year Program recognition certificate.</p>






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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>We offer our advanced students the opportunity to join our S.T.E.M club which offers them rigorous and engaging project based real-world related hands-on learning opportunities. Additionally, students are able to participate in our Saturday Academy, which offers an array of assorted academic enrichment programs. During the week, students can participate in our intensive After School Writing Lab or receive homework assistance through our Homework Club.</p>
 <p>Clubs and Activities:</p>	<p>The School offers the following after school club opportunities: Homework Club, Multicultural Club, Environmental Club, Young Ladies and Young Gentlemen’s Club, S.T.E.M. Club, Elementary Honor Society, Student Council, Music Club, and World Language Club. Students engage in school-wide grade level competitions in the core academic subjects across various homeroom classes. Students also participate in the District’s Unified Olympics program.</p>
 <p>Before and After School Programs:</p>	<p>The school offers a Saturday Academy program that serves students in grades 3 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student. The teachers provide re-teaching and/or acceleration as needed.</p>







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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.

 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>The Wellness Committee sponsored zumba classes for staff and students. Safe Routes to School presented safety workshops to students about traveling to and from school. A fitness instructor provided classes for families and the Irvington Department of Health provided blood pressure screenings for families. A dental hygienist gave an oral health presentation and distributed toothbrushes to students. The school participates in the Breakfast After the Bell program.</p>
 <p>Parent and Community Involvement:</p>	<p>The PTA sponsors Dr. Seuss Birthday Party, Fall Festival, Celebrity Read Breakfast, refreshments for moving up ceremonies, and trips. Parents are invited to participate in various workshops such as Active Parenting, ELA Strategies, and Writing Skill Labs. Parents also participate in Family Math Night, Friday Night Lights, and various multicultural festivals. The school partners with local businesses and nonprofits to provide students with educational opportunities outside of the classroom.</p>




FLORENCE AVENUE SCHOOL
2016-2017
Grade Span KG-05

13-2330-100
ESSEX
IRVINGTON TOWNSHIP
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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.

 <p>Facilities:</p>	<p>The school purchased twelve sets of 24 chromebooks with chromebook carts to progress towards one-on-one assistive technology for students. Water fountains were upgraded. Ten classrooms were slated for replacement of central air units. Audio-visual equipment was installed in the cafeteria to provide support for parents, students, and staff during events and meetings. The school has a media center, gymnasium, and computer lab.</p>
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**FLORENCE AVENUE SCHOOL
2016-2017**

Grade Span KG-05

13-2330-100
ESSEX
IRVINGTON TOWNSHIP
1324 SPRINGFIELD AVENUE
IRVINGTON, NJ 07111-1916

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.



Other Information:

Florence Avenue is a bustling educational environment where our scholars are encouraged daily to dream big dreams. In collaboration with an active group of parents, focused staff, and engaged scholars we endeavor to provide a quality education that exemplifies high expectation and achievement. With a population of over 600 students backed by supportive parents, caring neighbors, and a devoted staff, we strive to build a community of inquiry, where all of our stakeholders work to instill a love of life-long learning in the hearts and minds of our beloved scholars. We work hard to build healthy relationships that will support the achievement of every scholar. This task is essential because the elementary years are a critical time in the development of the skills necessary to achieve personal academic success. We strive to provide our scholars with 21st century skills and competencies in both academics and the arts. We are uncompromising in our focus on rigor and student engagement in the areas of Math, Science, Social Studies, English Language Arts, Fine Arts, and World Language. Our determination is to create self-directed learners who are exposed to diverse experiences, engaged in the optimized use of technology, and coached by caring adults to maximize their potential. We recognize that we have a fiduciary responsibility not only to educate our students on academic subjects, but also to assist their families and communities to strengthen each scholar's moral fiber, engage their right inner moral compass, and instill a sense of community. We endeavor to establish tenets of good conduct and character, and promote positive self-esteem and awareness through classroom interactions, school assemblies, student council, various clubs, and PTA. In an effort to engage the community, we provide student-focused functions that serve as a venue for the community to contribute to the advancement of the scholars. Together we will teach our children to dare to Dream Big Dreams.




GROVE STREET SCHOOL
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



GROVE STREET SCHOOL
2016-2017
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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	50	71	60
KG	74	71	70
1	74	80	59
2	56	63	79
3	63	57	62
4	56	58	58
5	36	45	51
Ungraded	47	45	38
Total	456	490	477

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	2014-15	2015-16	2016-17
Female	49%	47%	47%
Male	52%	53%	53%
Economically Disadvantaged Students	90%	86%	86%
Students with Disabilities	15%	16%	14%
English Learners	3%	6%	6%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	90.6%
Hispanic	9.0%
American Indian or Alaska Native	0.0%
Asian	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
Two or More Races	0.4%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	54	71	60
KG - Half Day	0	0	0
KG - Full Day	74	71	70

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. All other students are included in Other Languages.

Home Language	% of Students
English	84.3%
Spanish	7.8%
Haitian	2.3%
Yoruba	2.1%
Igbo	1.3%
Other	2.3%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	190	93.0	20.60	24.90	54.90	20.1	17.7	Met Target
White	N	N	N	33.40	63.90	N	**	**
Hispanic	21	88.5	19.00	*	39.80	17.5	8.1	Met Target
Black or African American	169	93.5	20.70	24.60	35.20	20.5	19.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	45.00	80.70	N	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	33.40	54.90	N	**	**
Female	89	94.2	22.40	31.40	62.20	22.1		
Male	101	91.9	18.80	18.60	48.10	18.4		
Economically Disadvantaged Students	174	92.4	*	24.60	36.20	*	18.1	Met Target
Non-Economically Disadvantaged Students	16	100.0	*	25.80	65.80	*		
Students with Disabilities	53	91.4	*	*	20.50	*	7.4	Met Target†
Students without Disabilities	137	93.6	*	*	61.90	*		
English Learners	12	94.4	25.00	15.20	25.20	25	**	**
Non-English Learners	178	92.8	20.20	26.90	57.40	19.8		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	716	718	749	39%	25%	*	25%	*	25%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	66	716	719	731	39%	24%	*	27%	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	34	720	720	754	35%	*	*	*	0%	27%	55%
Male	37	712	716	745	43%	*	*	*	0%	24%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	16	693	699	720	*	*	*	*	*	*	24%
Students without Disabilities	55	722	720	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	*	*	*	734	*	*	*	*	*	*	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	67	722	725	753	27%	*	28%	22%	*	24%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	58	723	725	737	28%	*	28%	24%	*	26%	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	32	730	729	758	*	*	*	*	*	31%	61%
Male	35	715	721	749	*	*	*	*	*	17%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	19	692	697	725	*	*	*	*	*	*	25%
Students without Disabilities	48	734	729	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	72	715	730	756	36%	24%	28%	*	*	13%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	63	715	730	740	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	32	722	734	761	*	*	*	*	*	*	66%
Male	40	710	725	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	28	690	701	725	*	*	*	*	*	*	22%
Students without Disabilities	44	731	733	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

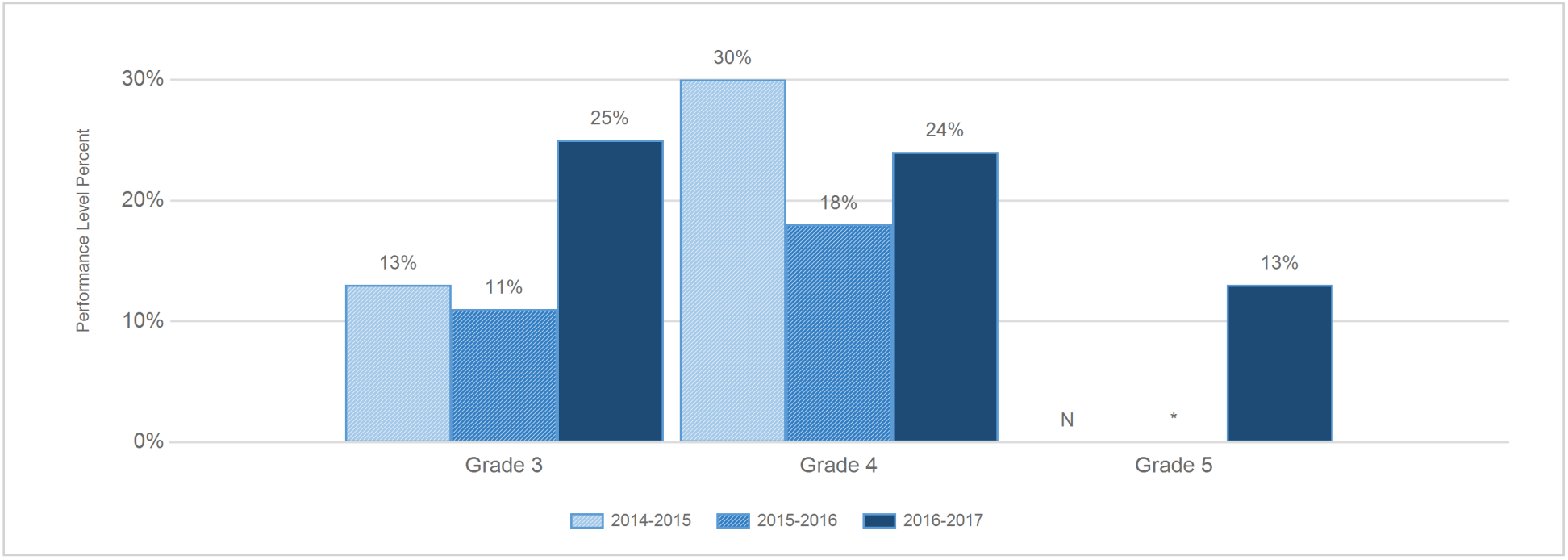


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	193	93.4	*	11.90	43.50	*	8.7	Met Target
White	N	N	N	33.30	52.40	N	**	**
Hispanic	21	88.5	*	12.80	27.60	*	N	N
Black or African American	172	94.1	*	11.70	21.70	*	9.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	15.00	75.60	N	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	12.50	44.90	N	**	**
Female	92	95.3	*	13.00	44.10	*		
Male	101	91.9	*	11.00	42.90	*		
Economically Disadvantaged Students	177	92.9	*	11.60	25.10	*	9.3	Met Target
Non-Economically Disadvantaged Students	16	100.0	*	13.10	54.30	*		
Students with Disabilities	53	91.4	*	*	16.50	*	5.7	Met Target†
Students without Disabilities	140	94.3	*	*	48.80	*		
English Learners	13	94.7	*	*	23.30	*	**	**
Non-English Learners	180	93.3	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	720	725	751	27%	28%	28%	16%	0%	16%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	69	720	724	733	29%	26%	28%	17%	0%	17%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	37	719	726	751	*	*	*	*	0%	19%	52%
Male	37	721	724	751	*	*	*	*	0%	14%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	16	705	712	729	*	*	*	*	0%	13%	29%
Students without Disabilities	58	724	727	755	*	*	*	*	0%	17%	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	*	*	*	726	*	*	*	*	*	*	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	67	714	718	747	*	*	*	*	*	*	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	58	712	717	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	32	718	720	747	*	*	*	*	*	*	47%
Male	35	710	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	19	699	701	724	*	*	*	*	*	*	22%
Students without Disabilities	48	719	720	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	72	713	716	747	*	*	*	*	*	*	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	63	713	715	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	32	715	718	747	*	*	*	*	*	*	47%
Male	40	710	714	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	28	707	709	725	*	*	*	*	*	*	19%
Students without Disabilities	44	717	716	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

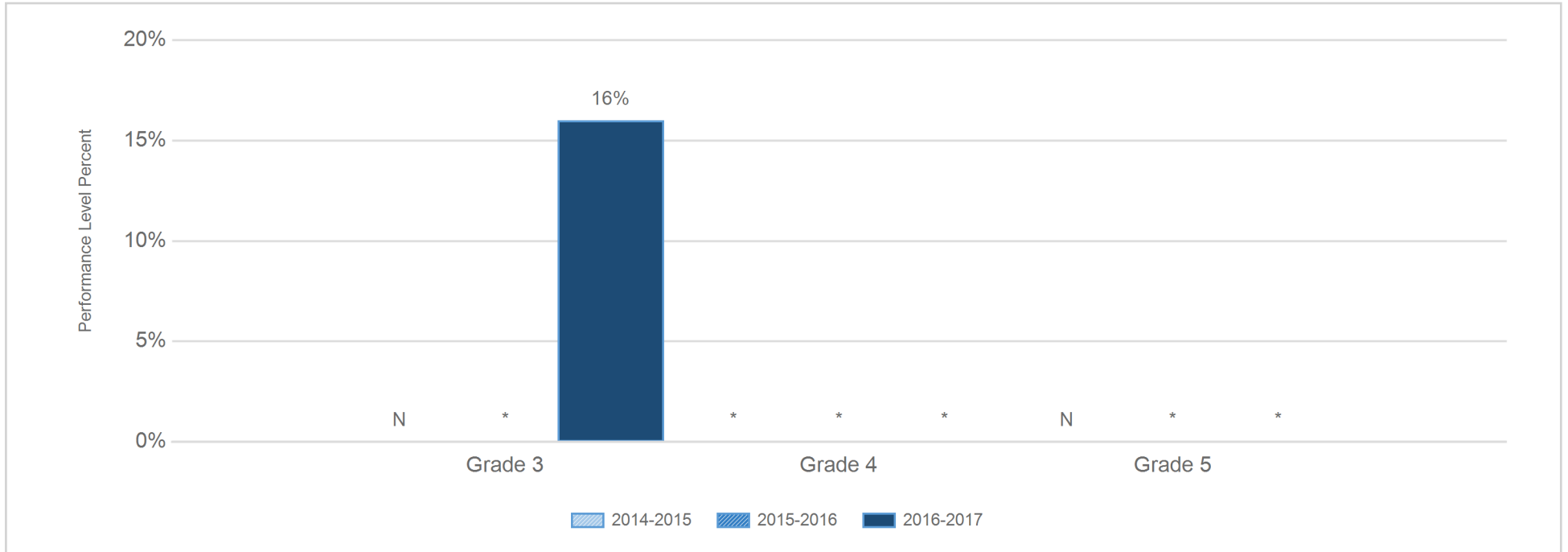


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	*	*
5	N	N

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. The table also shows 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
1	*	*	*
2	*	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

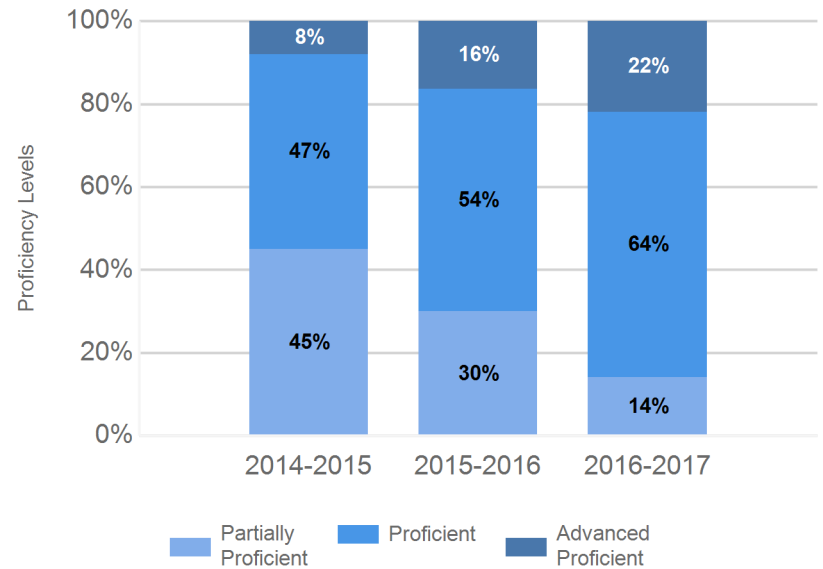
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	22%	64%	14%
White	N	N	N
Hispanic	*	*	N
Black or African American	*	*	16%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	23%	64%	13%
Students with Disabilities	22%	44%	33%
English Learners	N	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	30	47	50	Not Met	44	36	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	36	56	49	**	52	37	47	**
Black or African American	29.5	46	45	Not Met	43	36	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	32	47	47	Not Met	45.5	36	46	Met Target
Students with Disabilities	25	40	41	Not Met	41	30	43	Met Target
English Learners	66	50.5	53	**	60.5	31.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35

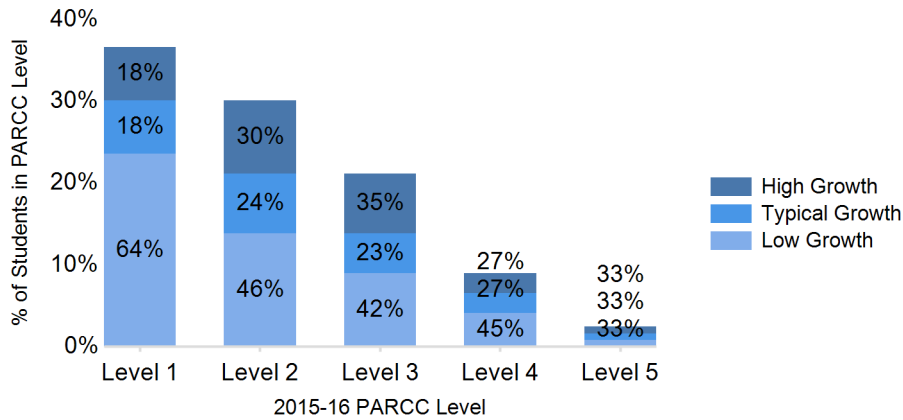
Typical Growth: Between 35 and 65

High Growth: Greater than 65

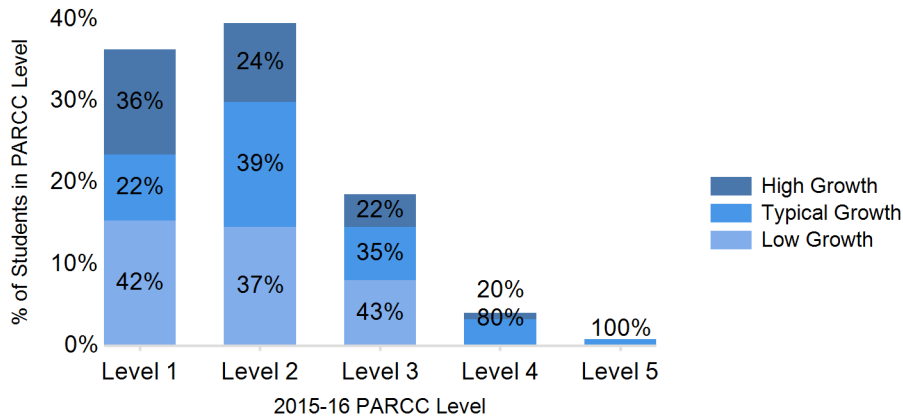
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.

ELA



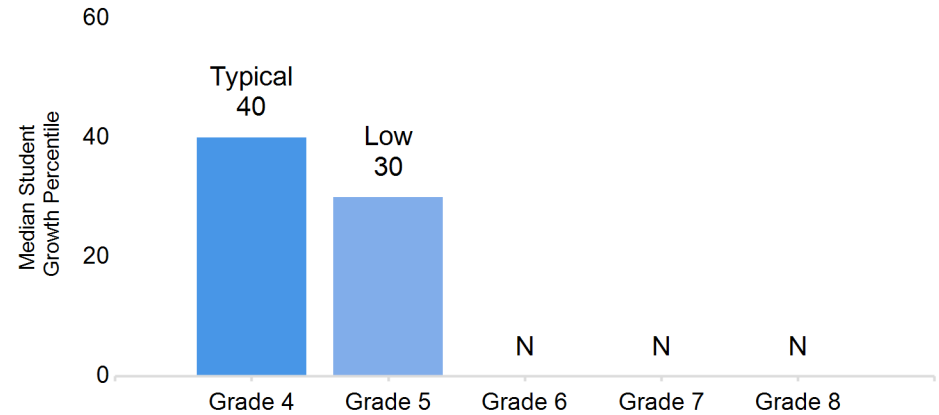
MATH



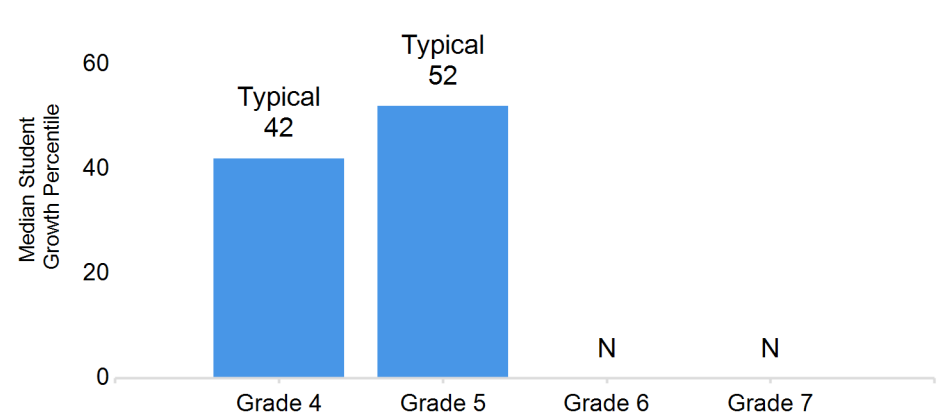
Student Growth by Grade

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

ELA



Math





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

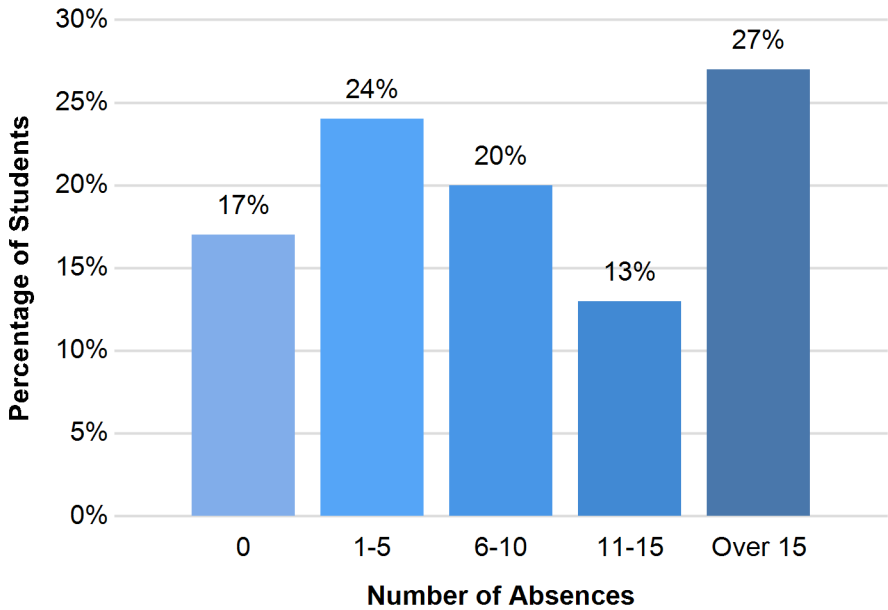
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	21.60	8.40	Not Met
White	N	**	**
Hispanic	16.70	8.40	Not Met
Black or African American	21.90	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	22.60	8.40	Not Met
Students with Disabilities	23.80	8.40	Not Met
English Learners	N	**	**

** *ESSA* accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



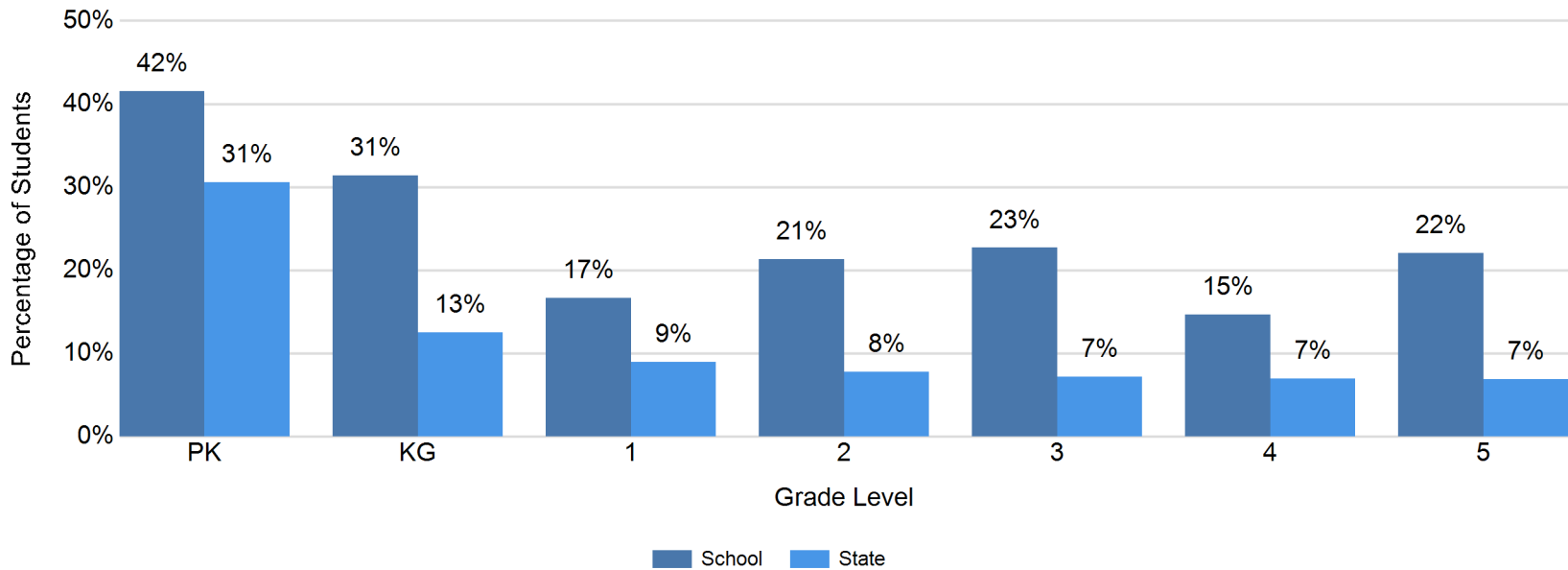


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.2%
Out-of-School Suspensions	1.0%
Any Suspension	1.3%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.9:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	32	120,724
Average years experience in public schools	10.1	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	59%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	477:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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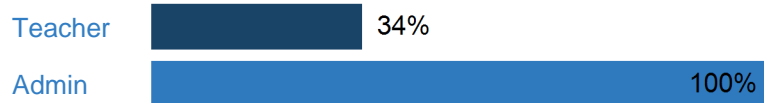
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	4.7	17.5%
Mathematics Proficiency	2.2	17.5%
English Language Arts Growth	3.1	25.0%
Mathematics Growth	35.4	25.0%
Chronic Absenteeism	5.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		11.6
Summative Rating: Percentile rank of Summative Score		3.4
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		Comprehensive

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	11.6	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	Met Target	N	Not Met	**	**	No
Black or African American	22.0	11.9	No	Met Target	Met Target†	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	17.2	11.9	No	Met Target	Met Target	Not Met	Not Met	Met Target	No
Students with Disabilities	17.1	11.9	No	Met Target†	Met Target†	Not Met	Not Met	Met Target	No
English Learners	**	**	No	**	**	**	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Dr. Cooper	Email Address:	dcoopr@irvington.k12.nj.us
Address:	602 GROVE STREET IRVINGTON, NJ 07111-4531	Website:	https://irvington.k12.nj.us/schools/grove-street/
Phone:	(973)399-6865	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • A supportive PTA that implements activities designed to enhance the social and academic experiences of students. • A Back to School Meet and Greet for parents to engage them in the overall school culture. • A Family Literacy Night in which parents and the community participate in educational games and activities.
 <p>Mission, Vision, Theme:</p>	<p>We recognize all students as outstanding individuals with a broad range of talents, abilities, interests, and challenges. The teaching-learning process embraces the uniqueness for each child. Actions are intentional and deliberate. Members of the faculty are committed to providing a quality education for each student.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Grove Street is the home of two first place winners of the Irvington Fire Prevention Poster Contest in kindergarten and fourth grade. In addition, a fourth grade student emerged as the winner in the county Pride in Education Essay Contest. The first and second place winners of the District's Multi-Cultural Essay Contest are students from Grove Street school. Our staff maintained one of the highest attendance rates in the District.</p>






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2016-2017
Grade Span PK-05

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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.

 <p>Courses, Curriculum, Instruction:</p>	<p>The instructional program at Grove Street School is aligned to the New Jersey Student Learning Standards (NJSLS), and affords opportunities for students to acquire a thorough and proficient knowledge in the core academic areas. Our main goal is to develop expertise in reading, writing, speaking, and listening to ensure that all students are college and career ready. The mathematics and reading programs are designed to develop skills for life-long critical thinking.</p>
 <p>Clubs and Activities:</p>	<p>Grove Street School offers the following clubs/activities: PARCC After School Tutorial Academy, School Beautification Club, Cheerleading Squad, Step/Dance Team, Student Council, National Elementary Honor Society, Mentoring Program, Homework Club, and Basketball Team. Our basketball team participates in competitions with two District elementary schools. Our cheerleading squad has been selected to perform at various community events.</p>
 <p>Before and After School Programs:</p>	<p>The Afterschool Tutorial Academy provides assistance for students in grades 2-5 in preparation for the PARCC assessment. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The Before and Afterschool Wrap-Around Program, facilitated by an outside provider, provides care/supervision for students who arrive prior to the beginning of school day and who need supervision after dismissal.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>The Wellness Committee engaged in the following activities: distributed student allergy lists, implemented the exchange of sugary beverages with water, hygiene presentation, nutrition poster contest, first aid bag distribution, oral health program, field day, and cancer awareness walk. The Committee coordinated wellness assembly programs such as Mr. Slim Goodbody Assembly and Pitter Patter Feet Assembly for the entire school. The school participates in the Breakfast After the Bell program.</p>
 <p>Parent and Community Involvement:</p>	<p>We are proud of the supportive PTA at Grove Street School. It is responsible for the implementation of many events designed to enhance the social, emotional and academic experiences of students. Each year, the organization collaborates with the physical education teacher to organize basketball games between scholars at Grove Street School and those from neighboring schools. The PTA also sponsors numerous fundraisers, trips, field day activities, school dances, and a number of other activities.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>The students completed a school climate survey at the closing of the school year. Results revealed that approximately 93% of the students who completed the survey feel safe and valued. Parents also completed a survey and 97% described their experience at Grove Street School as positive and welcoming. The teachers' survey revealed that all teachers strongly agreed that they are afforded a plethora of opportunities to participate in professional development activities.</p>
 <p>Facilities:</p>	<p>Additional security cameras were installed in the school. Every classroom is equipped with a smartboard. Two additional chromebook carts were purchased to continue our effort to move to one-on-one assistive technology for students. Although the building is over 109 years old, we take pride in its preservation and upkeep. The teachers complete an annual checklist that contains questions about their individual classrooms as well as the overall condition of the interior and exterior of the school.</p>



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Other Information:

Incorporating the Positive Behavior Support In School Program (PBSIS) along with the Grove Street School Code of Conduct have become essential components regarding the expected behavior of scholars. Behavior contracts based on the core values, provide a foundation in individual accountability and character. Grove Street School has also established a strong Anti-Bullying program. From pre-kindergarten through fifth grade, students are taught to demonstrate, consideration, patience, empathy, and respect for each other. Data is used to make informed decisions and design congruent instruction at Grove Street School. Data usage has become the central point for faculty dialogue on improving student academic achievement and also for improving staff productivity. In other words, data continues to provide a rich source of information regarding strategies, programs, and performance. It paints an accurate picture of the school and is used to remind all stakeholders of the sense of urgency as we work assiduously to transform Grove Street School into one that is high achieving. We endeavor to improve our skills and practices in order to provide all students with effective, challenging, enjoyable, and meaningful learning experiences. We are most proud of the fact that Kagan Structures, Higher Order Questions, and SIOP Strategies, are implemented in every classroom. As a result, we can guarantee that our students are focused and engaged for the duration of the lessons. In addition to differentiated professional development opportunities provided by the district, the staff pursued outside opportunities to participate in professional development activities. Teachers also participated in Professional Learning Committees and during Common Planning and Faculty Meetings, they make presentations to their colleagues. Grove Street School strives to ensure that our students are 21st century learners and thinkers and are college and career ready.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
9	418	323	386
10	294	319	286
11	304	273	301
12	313	299	262
Ungraded	61	33	38
Total	1389	1247	1273

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	2014-15	2015-16	2016-17
Female	46%	46%	45%
Male	54%	54%	55%
Economically Disadvantaged Students	74%	70%	64%
Students with Disabilities	16%	13%	13%
English Learners	18%	20%	18%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			2%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	83.9%
Hispanic	15.4%
Asian	0.3%
Native Hawaiian or Pacific Islander	0.2%
American Indian or Alaska Native	0.0%
White	0.0%
Two or More Races	0.1%

Enrollment Trends by Full and Shared Time

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

Enrollment Status	2016-17
Full Time Students	1272
Shared Time Students	1
Full Time Equivalent	1273

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. All other students are included in Other Languages.

Home Language	% of Students
English	64.4%
Haitian	17.1%
Spanish	11.1%
Creoles and pidgins, French-based	1.6%
Creoles and pidgins	1.3%
Other	4.6%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	545	94.5	21.00	24.90	54.90	21	25.6	Not Met
White	N	N	N	33.40	63.90	N	**	**
Hispanic	85	96.0	15.30	*	39.80	15.3	16.1	Met Target†
Black or African American	456	94.1	21.70	24.60	35.20	21.5	27.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	249	94.1	31.30	31.40	62.20	31		
Male	296	94.8	12.20	18.60	48.10	12.2		
Economically Disadvantaged Students	395	95.5	21.30	24.60	36.20	*	25.6	Not Met
Non-Economically Disadvantaged Students	150	92.2	20.00	25.80	65.80	*		
Students with Disabilities	91	91.2	*	*	20.50	*	11.2	Not Met
Students without Disabilities	454	95.1	*	*	61.90	*		
English Learners	122	98.7	*	15.20	25.20	*	7.8	Not Met
Non-English Learners	423	93.2	*	26.90	57.40	*		
Homeless Students	N	N	N	25.00	26.40	N		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	*	*	*	*	53.50	*		
Migrant Students	13	93.7	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	367	713	713	749	40%	22%	24%	*	*	14%	52%
White	N	N	N	757	N	N	N	N	N	N	62%
Hispanic	61	707	707	733	51%	*	28%	*	*	12%	35%
Black or African American	303	714	714	730	37%	25%	23%	*	*	15%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	49%
Two or More Races	*	*	*	746	*	*	*	*	*	*	48%
Female	151	727	727	756	*	*	*	*	*	*	60%
Male	216	703	703	741	*	*	*	*	*	*	43%
Economically Disadvantaged Students	262	714	714	731	38%	24%	23%	*	*	16%	32%
Non-Economically Disadvantaged Students	105	710	710	758	45%	19%	26%	*	*	11%	62%
Students with Disabilities	60	686	686	714	*	*	*	*	*	*	13%
Students without Disabilities	307	718	718	754	*	*	*	*	*	*	58%
English Learners	61	682	682	690	*	*	*	*	*	*	*
Non-English Learners	306	719	719	752	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	21%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	45%
Migrant Students	*	*	*	705	*	*	*	*	*	*	*



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	258	716	716	743	41%	19%	12%	23%	6%	28%	46%
White	N	N	N	749	N	N	N	N	N	N	52%
Hispanic	36	696	696	728	64%	*	*	*	*	17%	34%
Black or African American	221	719	719	725	38%	20%	12%	24%	6%	30%	31%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	74%
American Indian or Alaska Native	N	N	N	740	N	N	N	N	N	N	42%
Two or More Races	N	N	N	737	N	N	N	N	N	N	42%
Female	132	721	721	752	37%	19%	*	26%	*	33%	54%
Male	126	711	711	734	45%	19%	*	19%	*	24%	39%
Economically Disadvantaged Students	174	719	719	726	37%	22%	*	21%	*	28%	32%
Non-Economically Disadvantaged Students	84	710	710	751	50%	13%	*	25%	*	29%	54%
Students with Disabilities	38	674	674	704	*	*	*	*	*	*	12%
Students without Disabilities	220	723	723	749	*	*	*	*	*	*	52%
English Learners	53	675	675	681	*	*	*	*	*	*	*
Non-English Learners	205	727	727	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	715	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	20%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	694	*	*	*	*	*	*	*



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 11**

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	274	730	730	736	26%	21%	20%	25%	9%	33%	38%
White	N	N	N	738	N	N	N	N	N	N	40%
Hispanic	44	722	722	731	32%	23%	*	30%	*	30%	34%
Black or African American	227	732	732	728	24%	21%	21%	23%	11%	34%	30%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	756	*	*	*	*	*	*	58%
American Indian or Alaska Native	N	N	N	731	N	N	N	N	N	N	30%
Two or More Races	*	*	*	731	*	*	*	*	*	*	36%
Female	128	741	741	744	20%	18%	19%	*	*	44%	46%
Male	146	721	721	729	31%	24%	21%	*	*	24%	31%
Economically Disadvantaged Students	169	730	730	729	24%	*	17%	25%	*	34%	32%
Non-Economically Disadvantaged Students	105	731	731	740	28%	*	26%	23%	*	31%	42%
Students with Disabilities	41	697	697	709	*	*	*	*	*	*	12%
Students without Disabilities	233	736	736	741	*	*	*	*	*	*	43%
English Learners	38	700	700	699	*	*	*	*	*	*	*
Non-English Learners	236	735	735	737	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	24%
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	19%
Military-Connected Students	N	N	N	723	N	N	N	N	N	N	24%
Migrant Students	*	*	*	713	*	*	*	*	*	*	26%

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

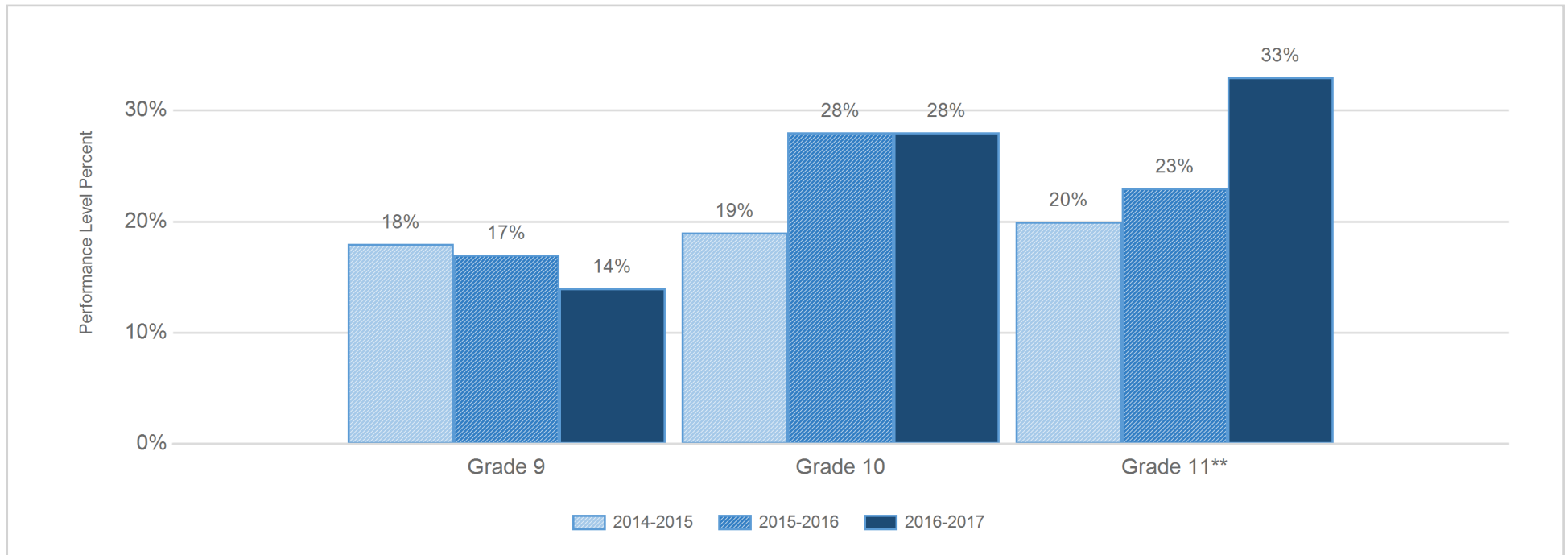


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	558	89.7	*	11.90	43.50	*	9	Not Met
White	N	N	N	33.30	52.40	N	**	**
Hispanic	86	91.0	*	12.80	27.60	*	8.4	Not Met
Black or African American	468	89.4	*	11.70	21.70	*	9.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	252	89.5	*	13.00	44.10	*		
Male	306	89.8	*	11.00	42.90	*		
Economically Disadvantaged Students	405	90.7	*	11.60	25.10	*	9.2	Not Met
Non-Economically Disadvantaged Students	153	87.3	*	13.10	54.30	*		
Students with Disabilities	91	84.3	*	*	16.50	*	5	Not Met
Students without Disabilities	467	90.7	*	*	48.80	*		
English Learners	127	96.9	*	*	23.30	*	N	N
Non-English Learners	431	87.6	*	*	45.20	*		
Homeless Students	N	N	N	*	16.40	N		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	*	*	*	*	39.90	*		
Migrant Students	13	93.7	*	11.10	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	389	705	712	743	*	*	*	*	*	*	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	66	700	708	728	*	*	*	*	*	*	24%
Black or African American	320	706	713	724	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	*	*	*	741	*	*	*	*	*	*	41%
Female	161	709	717	744	*	*	*	*	*	*	43%
Male	228	703	709	741	*	*	*	*	*	*	40%
Economically Disadvantaged Students	273	705	711	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	116	706	715	751	*	*	*	*	*	*	52%
Students with Disabilities	66	695	*	714	*	*	*	*	*	*	10%
Students without Disabilities	323	707	*	747	*	*	*	*	*	*	47%
English Learners	94	698	*	708	*	*	*	*	*	*	*
Non-English Learners	295	707	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	*	*	*	715	*	*	*	*	*	*	21%



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Mathematics Assessment - Performance by Test: Geometry

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	243	707	707	734	*	*	*	*	*	*	30%
White	N	N	N	740	N	N	N	N	N	N	38%
Hispanic	44	704	704	722	*	*	*	*	*	*	14%
Black or African American	197	707	707	719	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	758	*	*	*	*	*	*	65%
American Indian or Alaska Native	N	N	N	730	N	N	N	N	N	N	29%
Two or More Races	*	*	*	733	*	*	*	*	*	*	32%
Female	121	706	706	735	*	*	*	*	*	*	31%
Male	122	707	707	733	*	*	*	*	*	*	30%
Economically Disadvantaged Students	161	708	708	721	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	82	704	704	740	*	*	*	*	*	*	39%
Students with Disabilities	37	697	697	711	*	*	*	*	*	*	*
Students without Disabilities	206	708	708	738	*	*	*	*	*	*	*
English Learners	46	693	693	710	*	*	*	*	*	*	*
Non-English Learners	197	710	710	735	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	727	*	*	*	*	*	*	15%
Migrant Students	*	*	*	704	*	*	*	*	*	*	*



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Mathematics Assessment - Performance by Test: Algebra II

This table shows participation and performance on the Mathematics section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	267	690	690	725	*	*	*	*	*	*	28%
White	N	N	N	731	N	N	N	N	N	N	33%
Hispanic	33	684	684	710	*	*	*	*	*	*	14%
Black or African American	233	691	691	703	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	761	*	*	*	*	*	*	62%
American Indian or Alaska Native	N	N	N	715	N	N	N	N	N	N	20%
Two or More Races	N	N	N	718	N	N	N	N	N	N	25%
Female	122	692	692	725	*	*	*	*	*	*	27%
Male	145	688	688	725	*	*	*	*	*	*	29%
Economically Disadvantaged Students	174	689	689	708	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	93	691	691	733	*	*	*	*	*	*	35%
Students with Disabilities	34	674	674	692	*	*	*	*	*	*	*
Students without Disabilities	233	692	692	729	*	*	*	*	*	*	*
English Learners	22	678	678	692	*	*	*	*	*	*	*
Non-English Learners	245	691	691	726	*	*	*	*	*	*	*
Homeless Students	*	*	*	702	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	692	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	710	*	*	*	*	*	*	14%
Migrant Students	*	*	*	702	*	*	*	*	*	*	14%

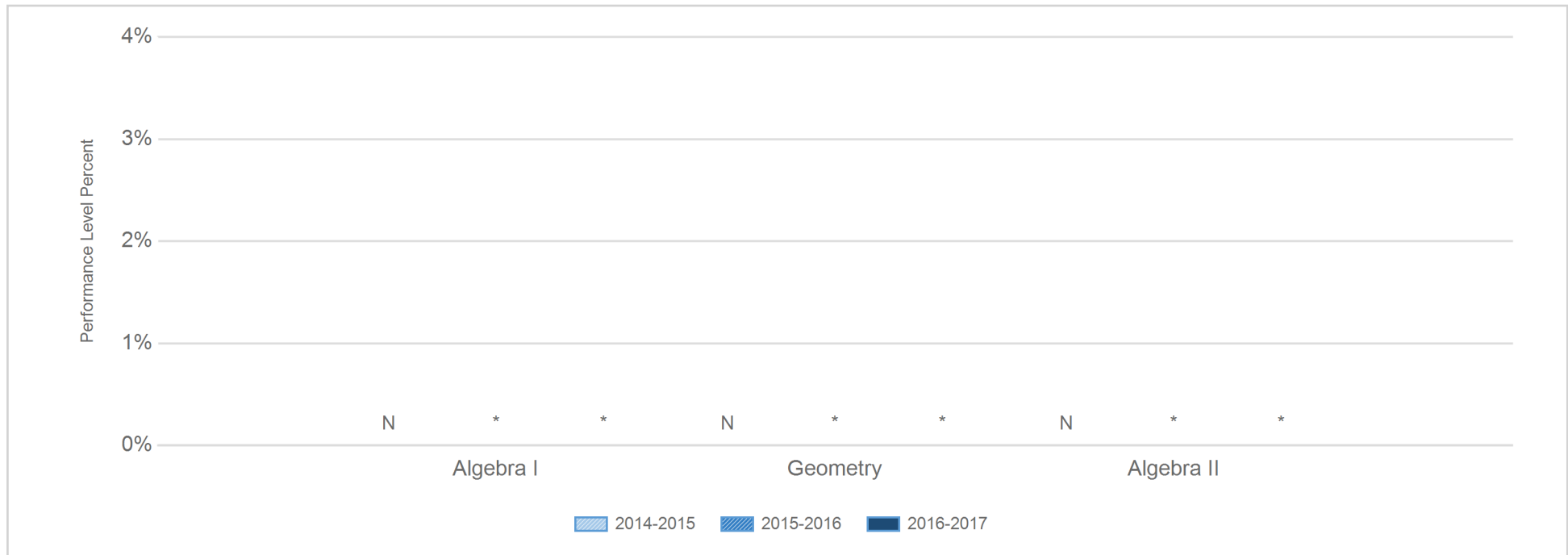


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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
9	N	N
10	N	N
11	*	*

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. The table also shows 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
1	67	*	*
2	48	*	*
3	30	*	*
4	35	*	*
5+	25	*	*



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This section shows whether students have gained the knowledge and skills identified in the Biology section of the Science Core Curriculum Standards as measured by the End of Course Biology test. The assessment has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

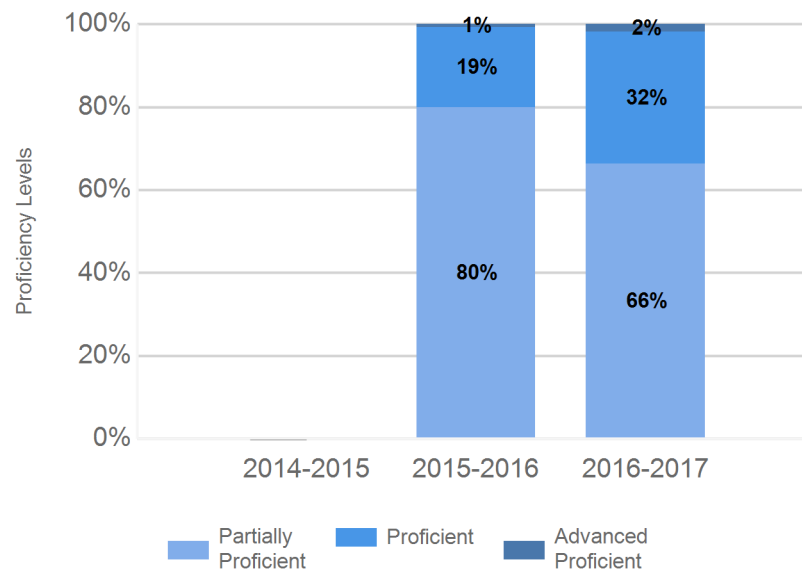
Biology Assessment - Performance

This table shows the percentage of students in each proficiency category for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	16%	42%	42%
Schoolwide	2%	32%	66%
White	N	N	N
Hispanic	N	20%	*
Black or African American	*	34%	64%
Asian, Native Hawaiian, or Pacific Islander	*	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	2%	35%	63%
Students with Disabilities	N	*	*
English Learners	N	*	*

Biology Assessment - Proficiency Trends

This graph displays the percentage of students by proficiency category for the past three school years.





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This section contains information about participation and performance on college entrance examinations. For more information about how participation and performance on the PSAT, SAT, and ACT tests are calculated and how these calculations account for recent changes to the SAT test, please see our [Reference Guide](#).

PSAT/SAT/ACT - Participation

This table shows the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exams in 2016-17. This table also shows the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Test	% of Students in School	% of Students in State
Percentage of students taking the PSAT	*	89.4%
Percentage of students taking the SAT	78.6%	70.0%
Percentage of students taking the ACT	*	28.3%

PSAT/SAT/ACT - Performance

This table shows the average test score, based on highest scoring test, for the PSAT, SAT, and ACT tests by subject area for students in the school and across the state. This table also shows the percentage of students at or above College Readiness Benchmarks for each test. Students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Test	School Average Score	State Average Score	College Readiness Benchmarks	School - % of Students scoring at or above Benchmark	State - % of Students scoring at or above Benchmark
PSAT - Reading and Writing	*	481	Varies By Grade	*	67%
PSAT - Math	*	483	Varies By Grade	*	49%
SAT - Reading and Writing	429	551	480	22%	77%
SAT - Math	418	552	530	*	58%
ACT - Reading	*	24	22	*	65%
ACT - English	*	24	18	*	79%
ACT - Math	*	24	22	*	65%
ACT - Science	*	23	23	*	54%



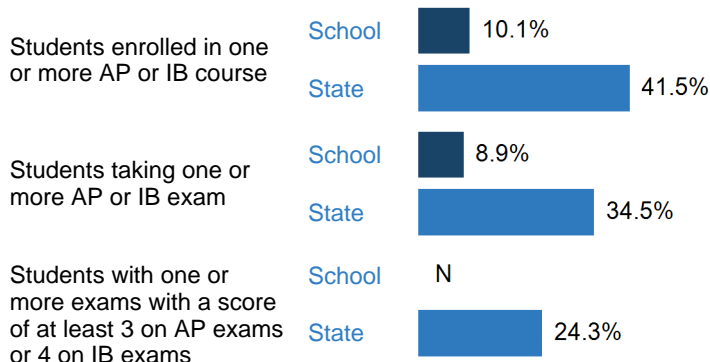
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

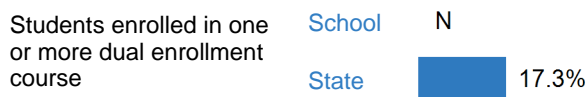
AP/IB Coursework – Participation and Performance

This chart shows the percentage of students out of all 11th and 12th grade students in the school and across the state, who enrolled in one or more AP or IB course, the percentage that took one or more AP or IB exam, and the percentage of students taking one or more exams who received at least one score of at least 3 on AP exams or 4 on IB exams.



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

This table shows the students enrolled in AP/IB courses and the corresponding exams that were taken. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with scores of at least 3 on AP exams or 4 on IB exams. In the last two rows, students taking multiple exams are counted more than once.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	18	14
AP Calculus AB	8	7
AP Chemistry	10	11
AP Computer Science Principles	0	1
AP English Literature and Composition	11	11
AP Physics 1	0	14
AP Physics B	15	0
AP Statistics	11	5
AP U.S. History	11	4
Total Exams Taken		67
Exams with scores of at least 3 on AP exams or 4 on IB exams		0



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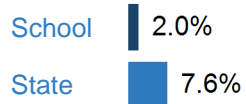
This section contains information about participation in approved **Career and Technical Education (CTE)** programs and **Structured Learning Experiences**. For more information about CTE in New Jersey, please visit <http://www.nj.gov/education/cte/>.

Career and Technical Education Participation

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

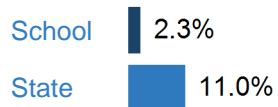
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

The graph below displays the percentage of students within the school and state who participated in Structured Learning Experiences (SLEs). SLEs can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences



Industry-Valued Credentials Earned

This table shows the number of students that earned at least one industry-valued credential and the number of credentials earned in each Career Cluster® and overall for the 2016-17 school year. Students earning credentials in more than one Career Cluster are counted in multiple rows. Students earning multiple credentials in one Career Cluster are counted more than once in the Industry credentials total.

Career Cluster	Students with at least one credential earned	Industry credentials earned
Total non-duplicated number of students**	0	
Total number of credentials earned in all clusters		0

**Students may earn credentials in more than one Career Cluster



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) math course by subject area.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	357	50	3	0	1	1	0
10	51	216	55	0	0	0	0
11	17	44	250	21	0	3	1
12	4	23	53	88	7	102	29
Schoolwide	429	333	362	109	8	106	30
Enrolled in AP/IB Course					8	11	0

Science - Course Participation

This table shows the number of students by grade that were enrolled in **Science** courses by subject area. Students are counted more than once if they are enrolled in more than one science course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) science course by subject area.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	15	23	144	0	228	0
10	56	225	12	0	13	0
11	174	135	15	0	16	0
12	46	73	37	0	39	0
Schoolwide	291	456	208	0	296	0
Enrolled in AP/IB Course	18	10		0	15	0



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#). English course participation is not included because students are required to take four years of English in high school.

Social Studies and History - Course Participation

This table shows the number of students by grade that were enrolled in **Social Studies** and **History** courses by subject area. Students are counted more than once if they are enrolled in more than one social studies or history course. The bottom row of the table shows the number of students that enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) social studies or history course by subject area.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	373	37	0	1	0	0
10	18	285	0	19	4	6
11	11	292	0	30	103	116
12	8	81	0	100	21	48
Schoolwide	410	695	0	150	128	170
Enrolled in AP/IB Course	0	11	0	0	0	0

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom rows of the table show students enrolled in at least one Advanced Placement (AP) or International Baccalaureate (IB) language course, students enrolled in a level 3 or higher language course (such as French III or IV), and the number of students that earned a Seal of Biliteracy by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	203	175	1	0	0	0	8
10	137	103	13	0	0	4	19
11	75	34	4	0	0	0	1
12	50	45	5	0	0	2	0
Schoolwide	466	357	23	0	0	6	28
Enrolled in AP/IB Course	N	N	N	N	N	N	N
Enrolled in Level 3 or Higher	67	58	4	0	0	0	0
Earned Seal of Biliteracy	N	N	N	N	N	N	N



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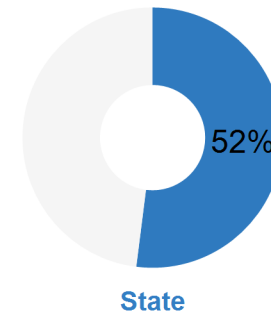
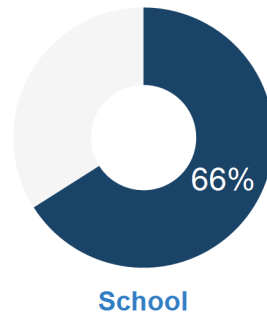
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Visual and Performing Arts – Course Participation

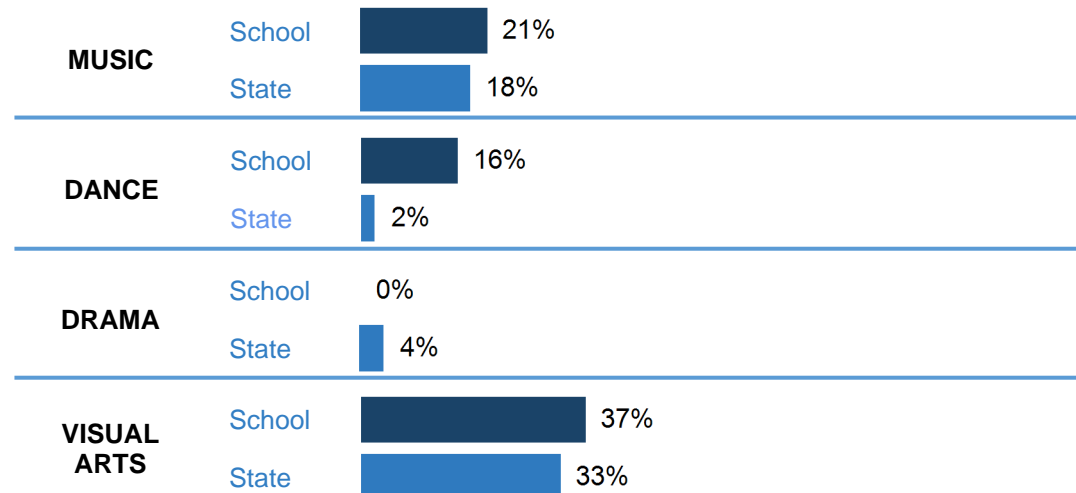
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





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This section contains information about graduation rates and dropout rates for students in grades 9-12. Graduation rates are calculated based on the adjusted cohort graduation rate calculation. You can find more about how these rates are calculated [here](#).

Graduation Rates

This table shows 4-year and 5-year Graduation Rates for the school and each student group with comparisons to statewide rates. Annual ESSA accountability targets for the Class of 2016 4-year rate and the Class of 2015 5-year rates are included with a flag for whether the school and each student group met those targets.

Student Group	School - Class of 2017: 4 Year Rate	State - Class of 2017: 4 Year Rate	School - Class of 2016: 5 Year Rate	State - Class of 2016: 5 Year Rate	Class of 2016: 4 Year Rate	Class of 2016: 4 Year Target	Met Target?	Class of 2015: 5 Year Rate	Class of 2015: 5 Year Target	Met Target?
Schoolwide	73.1%	90.5%	73.8%	91.8%	70.7%	71.5%	Not Met	76.3%	74.9%	Met Target
White	*	94.5%	*	95.1%	*	**	**	*	**	**
Hispanic	71.2%	84.3%	65.5%	86.3%	60.4%	62.2%	Not Met	73.0%	70.5%	Met Target
Black or African American	73.2%	83.4%	75.1%	85.3%	72.2%	72.6%	Not Met	76.8%	75.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.6%	*	97.5%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.3%	N	86.6%	N	N	N	N	N	N
Two or More Races	*	91.9%	*	93.7%	*	**	**	N	N	N
Economically Disadvantaged Students	74.1%	83.9%	75.0%	85.6%	71.4%	71.2%	Met Target	76.6%	78.2%	Not Met
Students with Disabilities	51.9%	78.8%	60.2%	82.1%	55.3%	65.5%	Not Met	71.4%	72.4%	Not Met
English Learners	80.8%	76.1%	82.1%	79.7%	74.4%	73.6%	Met Target	79.7%	71.5%	Met Target
Homeless Students	86.7%	73.2%	82.6%	74.4%	82.6%	*	N	77.8%		

Graduation Rate Trends

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

Class of	4-Year Rate	5-Year Rate
2017	73.1%	-
2016	70.7%	73.8%
2015	70.3%	76.3%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2016-2017	3.6%	1.1%
2015-2016	6.5%	1.1%
2014-2015	7.5%	1.1%

** ESSA accountability targets are only included if data is available for at least 20 students



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This section contains information about students enrolling in colleges and universities after graduation from high school. Postsecondary enrollment information is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rates: Fall

This table shows the enrollment rates of Class of 2017 high school graduates into 2-year or 4-year institutions the fall after high school graduation. The following columns show the percentage of these enrolled students by 2-year or 4-year institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	71.1%	29.5%	70.5%
Schoolwide	38.2%	45%	55%
White	N	N	N
Hispanic	27%	60%	40%
Black or African American	40%	44.3%	55.7%
Asian, Native Hawaiian, or Pacific Islander	*	0%	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	41.1%	43.5%	56.5%
Students with Disabilities	22.5%	55.6%	44.4%
English Learners	27.8%	100%	0%

Postsecondary Enrollment Rates: 16 month

This table shows the enrollment rates of Class of 2016 high school graduates into 2-year or 4-year institutions 16 months after high school graduation for the school and each student group. The following columns show the percentage of these enrolled students by 2-year or 4-year institution, public or private institution, or in-state or out-of-state institution.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	76.1%	33.6%	66.5%	73.6%	26.4%	65.5%	34.6%
Schoolwide	47.6%	63.1%	36.9%	85.8%	14.2%	93.6%	6.4%
White	N	N	N	N	N	N	N
Hispanic	*	*	*	*	*	*	*
Black or African American	49.4%	61.5%	38.5%	85.4%	14.6%	93.1%	6.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	54%	63.5%	36.5%	87.8%	12.2%	95.7%	4.4%
Students with Disabilities	37.5%	91.7%	8.3%	91.7%	8.3%	91.7%	8.3%
English Learners	53.5%	100%	0%	100%	0%	100%	0%

An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows information about student absences which provides important information about a school’s culture and climate. In addition, research shows that student absences impact a child’s ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

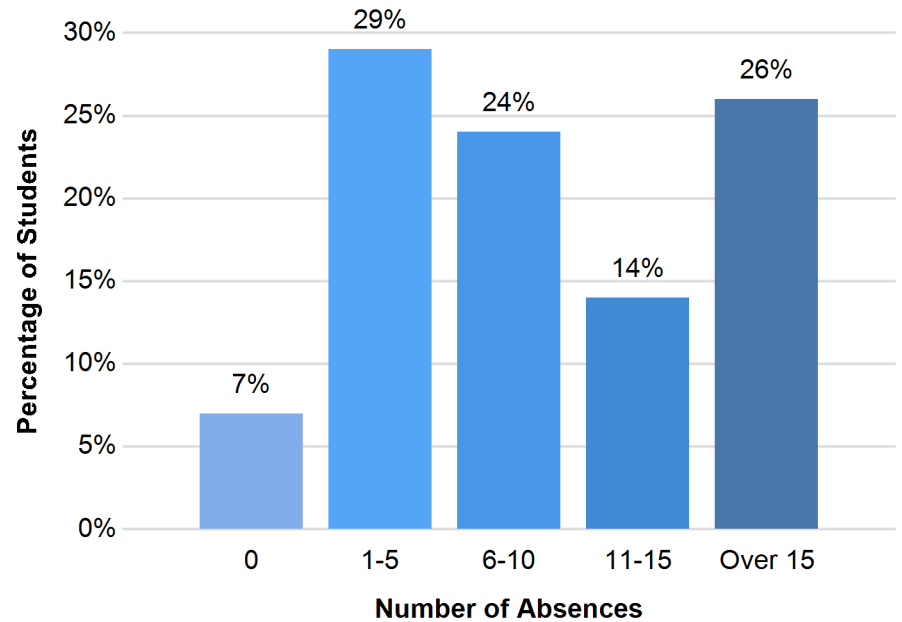
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	22.20	14.30	Not Met
White	N	**	**
Hispanic	15.30	14.30	Not Met
Black or African American	23.50	14.30	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	21.80	14.30	Not Met
Students with Disabilities	34.90	14.30	Not Met
English Learners	14.60	14.30	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



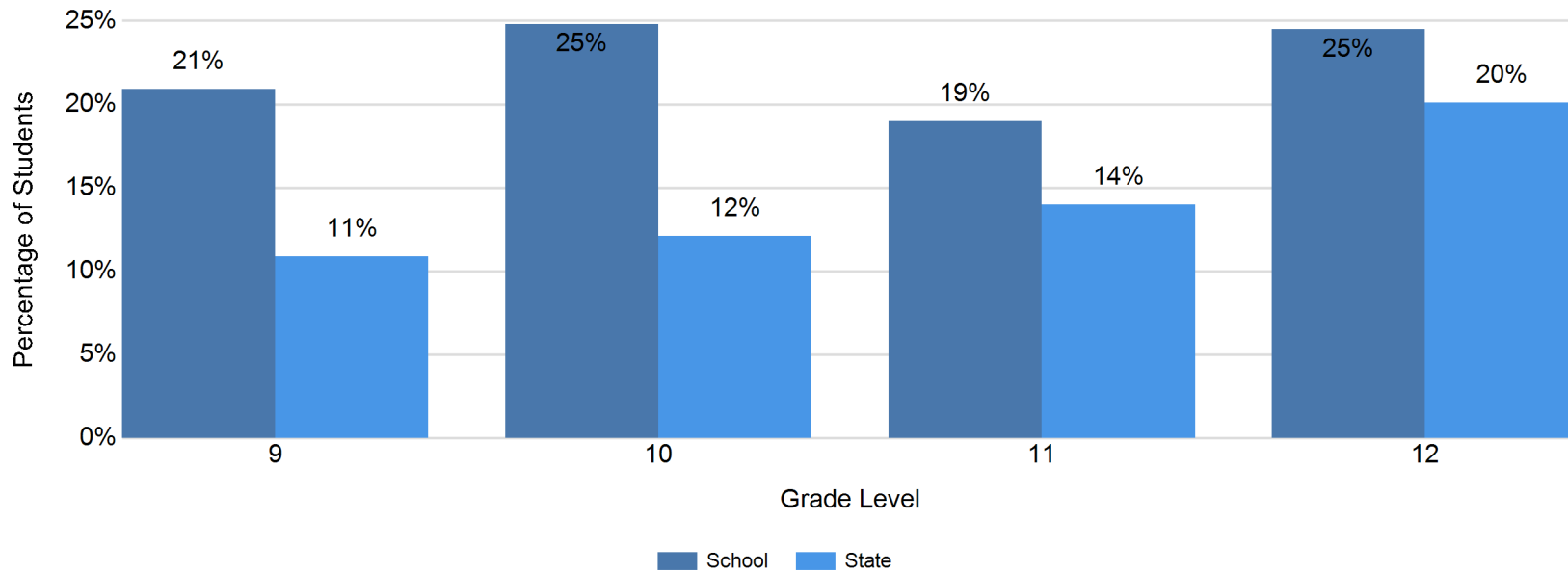


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 42 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	2
Vandalism	1
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.24

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	2.8%
Out-of-School Suspensions	22.7%
Any Suspension	23.6%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	2



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	108	120,724
Average years experience in public schools	10.3	11.8
Average years experience in district	8.5	10.5
Teachers in district for 4 or more years	61%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	159:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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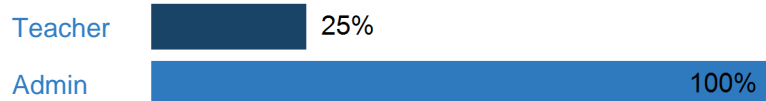
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

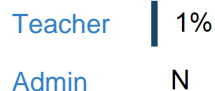
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	12.5	17.5%
Mathematics Proficiency	7.0	17.5%
Graduation - 4-Year	5.1	25.0%
Graduation - 5-Year	7.6	25.0%
Chronic Absenteeism	22.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		10.0
Summative Rating: Percentile rank of Summative Score		6.5
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No
Requires Comprehensive Support: 4-year Graduation Rate less than or equal to 67%		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	Graduation Rate - 4-Year	Graduation Rate - 5-Year	At Risk for Consistently Underperforming Student Group
Schoolwide	10.0	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	11.0	6.2	No	Met Target†	Not Met	Not Met	Not Met	Met Target	No
Black or African American	20.7	6.2	No	Not Met	Not Met	Not Met	Not Met	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	N	N	No
Two or More Races	**	**	No	**	**	**	**	N	No
Economically Disadvantaged Students	15.9	6.2	No	Not Met	Not Met	Not Met	Met Target	Not Met	No
Students with Disabilities	10.0	6.2	No	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
English Learners	36.2	6.2	No	Not Met	N	Not Met	Met Target	Met Target	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Mrs. Michailidis	Email Address:	mmichailidis@irvington.k12.nj.us
Address:	1253 CLINTON AVE IRVINGTON, NJ 07111-2437	Website:	https://irvington.k12.nj.us/schools/irvington-high-school
Phone:	(973)399-6897	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Rutgers University REaCH is an enrichment program for scholars who take a college-level course for college credits. • Essex County College gives scholars an opportunity to take a free college placement test to assess college readiness. • Seton Hall University Upward Bound Program focuses on increasing the rate of scholars' enrollment in college.
 <p>Mission, Vision, Theme:</p>	<p>Mission: The staff will be dedicated to the student academic success through a rigorous and relevant curriculum that empowers students to become productive, responsible, and self-directed citizens. Vision: The students will reach their full potential through a rigorous curriculum that addresses the learning styles of all students through differentiated instructional strategies and authentic assessments. Core belief: Our main purpose is to improve student academic achievement.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Five students passed the Microsoft Office Specialist for Excel 2013, PowerPoint 2013, and Word 2013 exams. Students placed first and second in the poetry division of the 9th Annual Rutgers University High School Writing Contest. A student placed first in the Essex County Pride Essay Contest. A student won the Rebecca S. McDonald Award. The Consumer Bowl Team has won State and Regional Championships for the past seven years. Athletic teams have won County and State titles.</p>







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 <p>Courses, Curriculum, Instruction:</p>	<p>English Language Arts courses are offered at the general, honors, AP, and college levels. The world language program offers courses in Spanish & AP, French & AP and online Arabic, Italian, Japanese, and Chinese. Science courses consist of Earth, Physics & AP, Chemistry & AP, Biology & AP, and Forensics. Math courses, all of which include AP levels, are Algebra I & 2, Geometry, PreCalculus, Calculus, and Statistics. Technology courses are in Microsoft, Digital Publishing, and Robotics.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>The NJSIAA Fall 2016 Playoff Qualifiers include Boys Soccer, Volleyball, and Football. The Cheerleading, Dance, Marching Band, and JROTC programs fall under the supervision of the Athletic Department. JROTC Teacher, Sgt. Harvey Craig, was named 2016 Essex County Teacher of the Year. In basketball, Nasir Johnson made the Super Essex Conference 1st Team All Conference, 3rd Team Group 3 All-State. Jiair Bucknor and Nelson Gedeon received All Conference Honorable Mention.</p>
 <p>Clubs and Activities:</p>	<p>The school has the following clubs and activities: College and Career Fairs, Cosmetology Clinic, JROTC leadership program, National Honor Society, Student Council, Future Business Leaders of America, Consumer Bowl, Debate Team, Library Council, Black Heritage Club, Dance Troupe, Strategy and Gaming, Environmental, Gay Straight Alliance (GSA), School Beautification, Imani Center, African American History, and Sigma Beta.</p>
 <p>Before and After School Programs:</p>	<p>The National Honor Society offers before and after school tutoring for students in grades 9-12. A Credit Recovery extended day program is available in which students can accelerate or remediate courses in Social Studies, Science and Physical Education/Health as an additional class period at the end of the normal school day. The Imani Center is available for academic tutoring after school hours. Seton Hall Upward Bound and Rutgers REaCH programs are held after school hours.</p>








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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Postsecondary Information:</p>	<p>Graduates were accepted to over 40 different four year colleges with JROTC graduates pursuing the military. Ninety-five (95%) of our eligible students successfully graduated in 2017. Scholars must pass one of several assessments in order to graduate. Online Supplemental (S.O.S.) and credit recovery courses are available to scholars in need of additional credits. Essex County College, Rutgers University and Seton Hall University help ready our scholars for college and career.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>The school participates in the Breakfast After the Bell Program. The Wellness Committee provided programs that focused on daily exercise to improve overall health, performance and well-being. School-wide programs encouraged students to make a habit of healthy choices by limiting screen time; avoiding loud music; getting plenty of sleep; taking care of their teeth, getting bi-annual dental exams; having annual doctor visits, and eating healthy.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent Teacher Student Association (PTSA) meets the 1st Monday of every month. School Leadership Council (SLC) meets once a month and includes school leadership, staff, faculty, parents and community members. Parents are invited to Back School Night, Bring Your Parent to School Day, PTSA meetings, and Report Card Conference night. Parents may access their child/guardian’s attendance and grade information through the parent portal in real-time.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students</p> <p>The School conducted a culture and climate survey for the last 3 years. Highlights of the surveys indicate that overall students are more satisfied in regards to the educational opportunities offered in the school.</p>
 <p>Facilities:</p>	<p>Over the past three years, a new State of the Art Athletic Complex was built, a new gymnasium floor was installed, and student lockers were installed on 3 floors. The school received a new heating and ventilation system and the football locker room was renovated. The school received over 30 new security cameras and a front entrance security system. Air conditioners were installed in the auditorium and cafeteria. A new sound system was purchased for the auditorium.</p>



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Other Information:

Single-grade level and single-gender advisories were implemented to address the social emotional development of students and to help with building relationships between students and teachers. The following school committees support the school community: 1. Data team, 2. Emergency, 3. PBSIS, 4. Safety Team, 5. Attendance Committee, 6. School Leadership Council, 7. Professional Development, and 8. Wellness. Students are celebrated as Students of the Month, Honor Roll, Super Honor Roll, Athletes of the Month, and at pep rallies. Staff is celebrated with Employee of the Month recognition. Students are offered academic assistance before and after school through the National Honor Society Tutorial Program. JROTC, Band, and Clubs participate in annual events like Memorial Day, Breast/Colon Cancer Awareness Walk, Irvington 5K, and more. A Career and College Center is available to students during their lunch block. The Top 12 scholars in the 12th grade and the number one student in the 9th, 10th, and 11th grade classes are honored by the Petrucci Foundation in the Spring. I AM Irvington leadership workshops are offered to the top 25 juniors and sponsored by the Petrucci Foundation. Junior Achievement High School Heroes facilitated by the Future Business Leaders of America and JROTC instructed scholars at Florence Avenue. Elementary School in grades K-5 on Financial Literacy. The Athletic Department had successful seasons in Football, Boys' Soccer, Cross Country, Girls' Basketball, Girls' Tennis, Softball, and Track & Field. The Class of 2017 received over \$340,000.00 in scholarships. The Special Olympics were hosted by the school in the Spring. The staff of Irvington High School endeavor to ensure that our students are 21st century thinkers and learners and college and career ready.




MADISON AT CHANCELLOR SOUTH
2016-2017
Grade Span PK-05

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36 MT. VERNON AVENUE
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
PK	0	0	6
KG	50	46	49
1	53	55	48
2	54	51	51
3	58	56	43
4	45	61	60
5	54	53	56
Ungraded	0	0	2
Total	314	322	315

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	2014-15	2015-16	2016-17
Female	47%	46%	47%
Male	53%	54%	53%
Economically Disadvantaged Students	77%	80%	73%
Students with Disabilities	2%	6%	5%
English Learners	12%	17%	19%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	78.4%
Hispanic	19.4%
Asian	1.0%
American Indian or Alaska Native	0.3%
Native Hawaiian or Pacific Islander	0.3%
White	0.3%
<i>Two or More Races</i>	0.3%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	0	0	6
KG - Half Day	0	0	0
KG - Full Day	42	46	49

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. All other students are included in Other Languages.

Home Language	% of Students
English	57.1%
Spanish	18.7%
Haitian	17.5%
Yoruba	1.3%
Igbo	1.3%
<i>Other</i>	4.1%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	139	95.8	29.50	24.90	54.90	29.5	28.6	Met Target
White	*	*	*	33.40	63.90	N	**	**
Hispanic	25	100.0	20.00	*	39.80	20	25.5	Met Target†
Black or African American	111	94.8	30.60	24.60	35.20	30.3	29.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	33.40	54.90	N	**	**
Female	69	94.8	31.80	31.40	62.20	31.7		
Male	70	96.6	27.10	18.60	48.10	27.1		
Economically Disadvantaged Students	106	97.5	29.20	24.60	36.20	*	27.8	Met Target
Non-Economically Disadvantaged Students	33	90.9	30.30	25.80	65.80	*		
Students with Disabilities	12	88.2	*	*	20.50	*	**	**
Students without Disabilities	127	96.6	*	*	61.90	*		
English Learners	16	100.0	25.00	15.20	25.20	25	N	N
Non-English Learners	123	95.0	30.10	26.90	57.40	30.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	*	*	*	*	23.00	*		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	43	725	718	749	40%	*	*	33%	*	35%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	34	727	719	731	38%	*	*	32%	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	18	734	720	754	*	*	*	*	*	33%	55%
Male	25	719	716	745	*	*	*	*	*	36%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	61	720	725	753	30%	25%	28%	18%	0%	18%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	13	712	725	740	*	*	*	*	0%	15%	40%
Black or African American	48	723	725	737	27%	23%	31%	*	*	19%	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	31	725	729	758	*	*	*	*	*	*	61%
Male	30	716	721	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	44	722	726	737	*	*	*	*	*	18%	36%
Non-Economically Disadvantaged Students	17	717	722	764	*	*	*	*	*	18%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	*	*	*	726	*	*	*	*	*	*	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	52	734	730	756	*	25%	27%	35%	*	35%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	44	735	730	740	*	25%	30%	34%	*	34%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	24	731	734	761	*	*	*	*	0%	29%	66%
Male	28	736	725	750	*	*	*	*	0%	39%	53%
Economically Disadvantaged Students	37	732	730	740	*	*	*	*	0%	35%	40%
Non-Economically Disadvantaged Students	15	737	727	765	*	*	*	*	0%	33%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

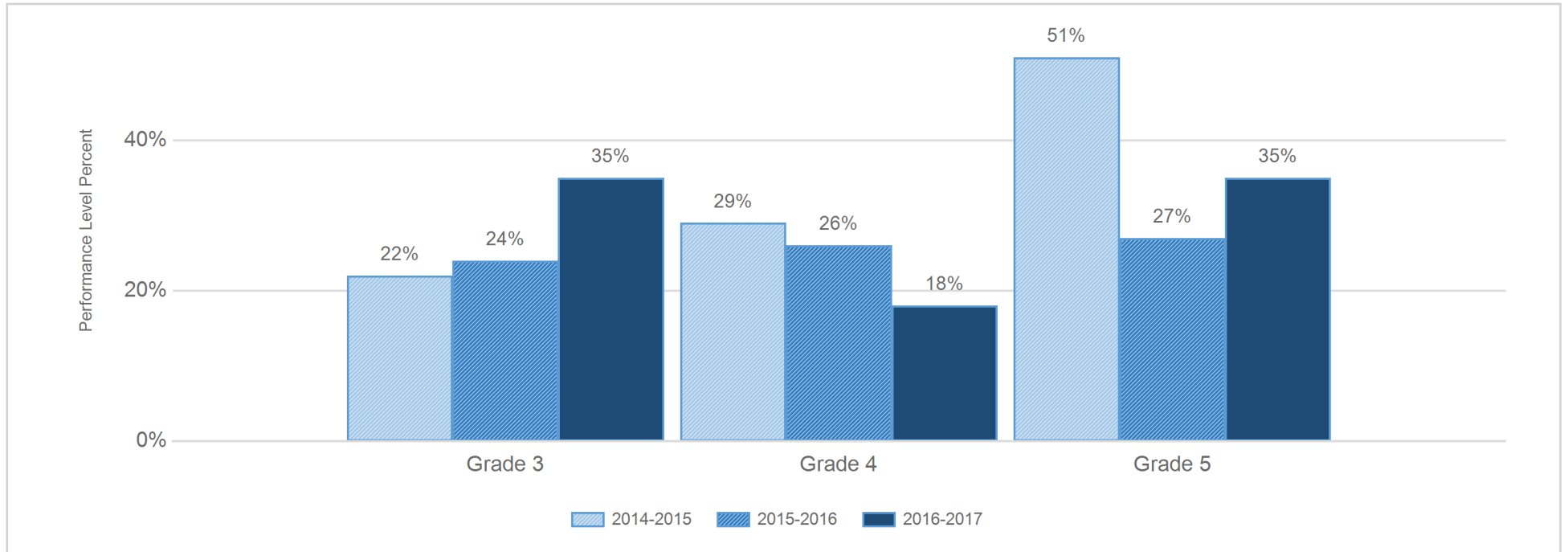


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	143	95.9	15.40	11.90	43.50	15.4	23.3	Not Met
White	*	*	*	33.30	52.40	N	**	**
Hispanic	27	100.0	*	12.80	27.60	*	32.1	Not Met
Black or African American	113	94.9	16.80	11.70	21.70	16.7	21.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	12.50	44.90	N	**	**
Female	71	96.2	14.10	13.00	44.10	14.1		
Male	72	95.6	16.70	11.00	42.90	16.7		
Economically Disadvantaged Students	109	96.8	14.70	11.60	25.10	*	22.7	Not Met
Non-Economically Disadvantaged Students	34	93.2	17.60	13.10	54.30	*		
Students with Disabilities	12	88.2	*	*	16.50	*	**	**
Students without Disabilities	131	96.7	*	*	48.80	*		
English Learners	19	96.6	10.50	*	23.30	10.5	N	N
Non-English Learners	124	95.7	16.10	*	45.20	16.1		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	*	*	*	*	18.20	*		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	724	725	751	27%	32%	*	30%	*	32%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	34	727	724	733	*	29%	*	32%	*	35%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	18	727	726	751	*	*	*	*	*	22%	52%
Male	26	722	724	751	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	724	N	N	N	N	N	N	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	62	715	718	747	27%	39%	23%	*	*	11%	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	13	715	722	734	*	*	*	*	*	*	30%
Black or African American	49	715	717	729	29%	39%	20%	*	*	12%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	31	720	720	747	*	*	*	*	*	*	47%
Male	31	709	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	45	714	718	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	17	716	716	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	*	*	*	713	*	*	*	*	*	*	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	55	711	716	747	*	*	*	*	*	*	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	46	712	715	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	27	703	718	747	*	*	*	*	*	*	47%
Male	28	718	714	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	39	711	717	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	16	710	712	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	*	*	*	716	*	*	*	*	*	*	18%



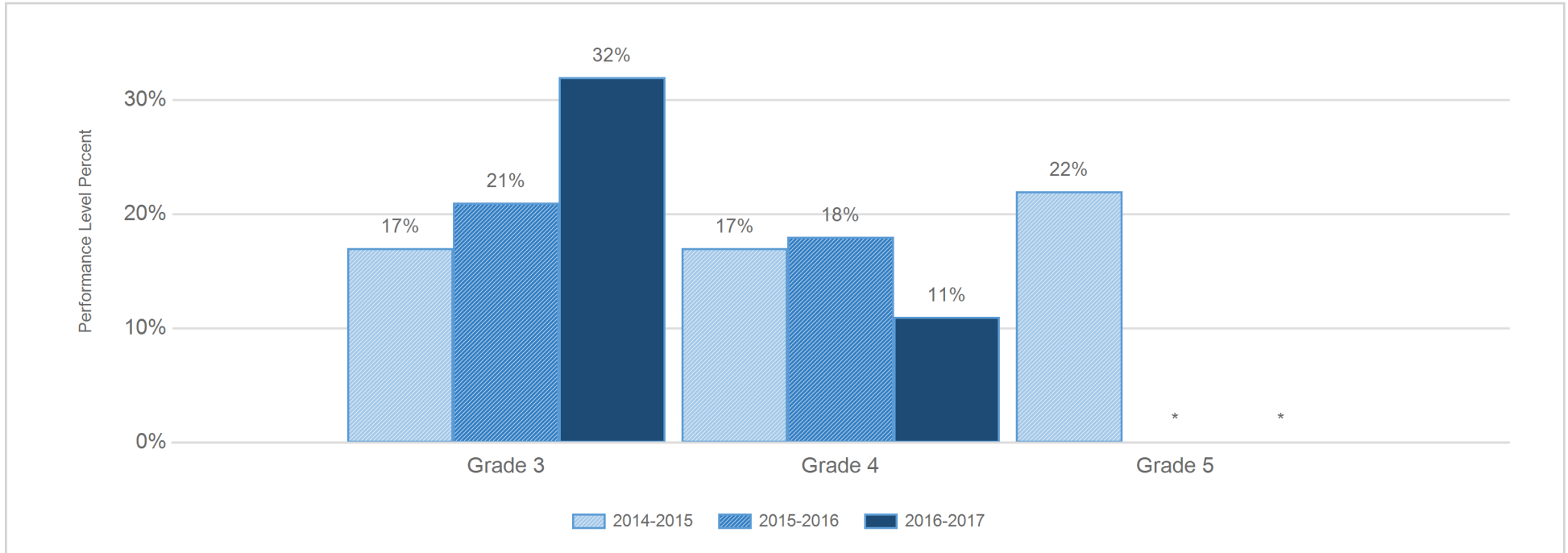
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - Participation

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

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

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. The table also shows 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
1	*	*	*
2	*	*	*
3	11	*	*
4	*	*	*
5+	11	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

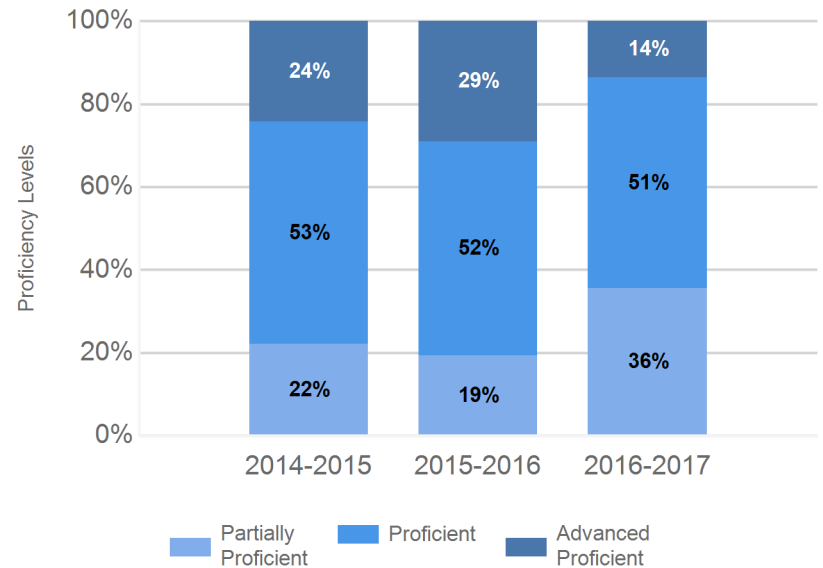
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	14%	51%	36%
White	N	N	N
Hispanic	17%	*	*
Black or African American	15%	55%	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	*
Economically Disadvantaged Students	13%	51%	36%
Students with Disabilities	*	*	N
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	33.5	47	50	Not Met	24	36	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	33	56	49	**	36	37	47	**
Black or African American	34	46	45	Not Met	22	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	34	47	47	Not Met	22.5	36	46	Not Met
Students with Disabilities	*	40	41	**	*	30	43	**
English Learners	56	50.5	53	**	17	31.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

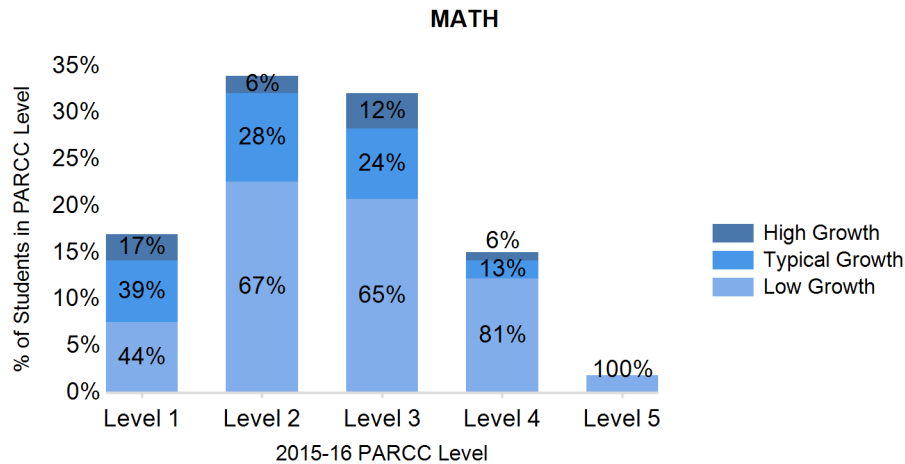
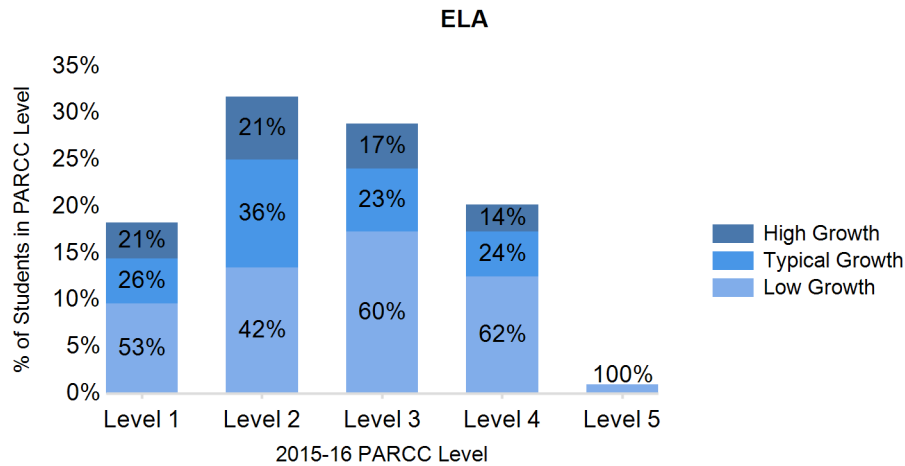
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

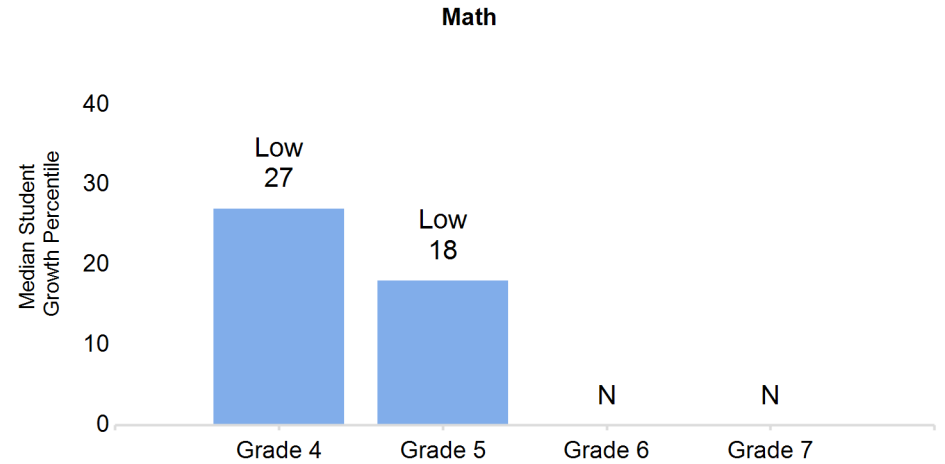
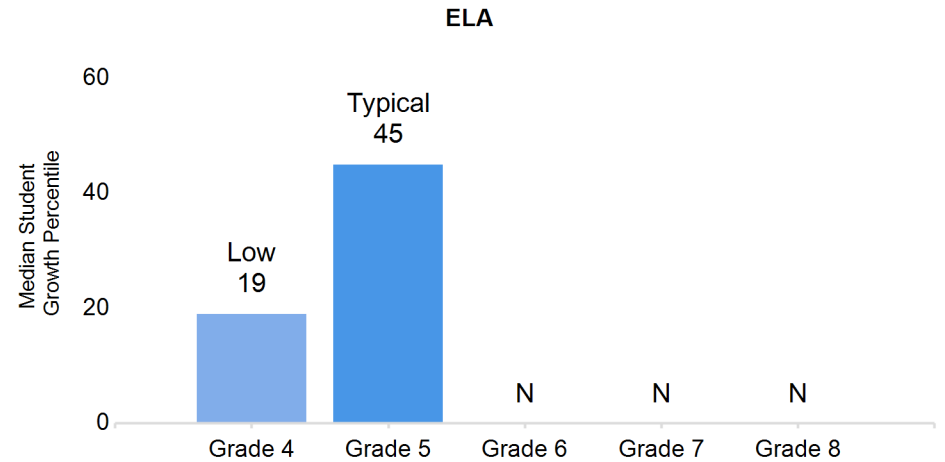
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

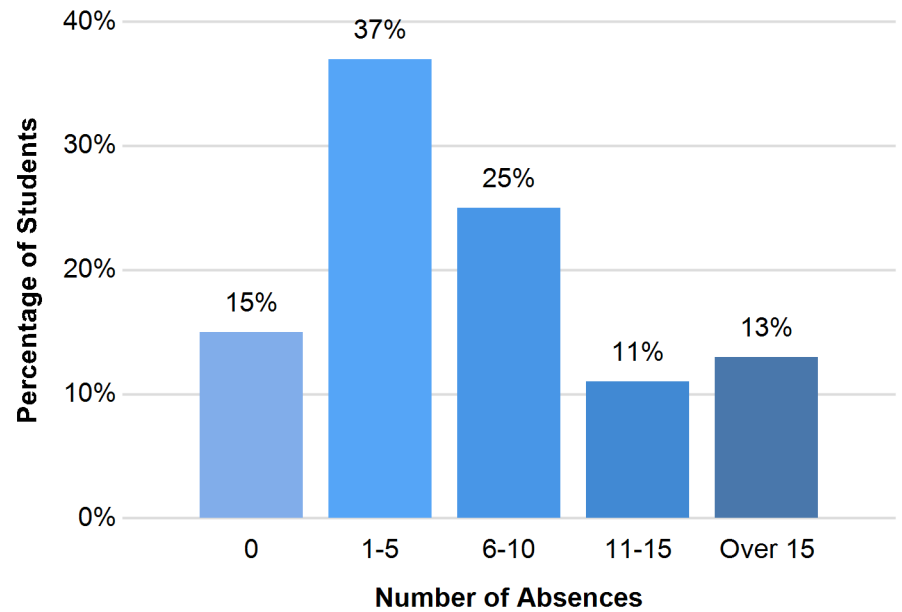
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the ESSA accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	10.60	8.40	Not Met
White	N	**	**
Hispanic	3.20	8.40	Met Target
Black or African American	11.90	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	11.50	8.40	Not Met
Students with Disabilities	14.30	8.40	Not Met
English Learners	2.40	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





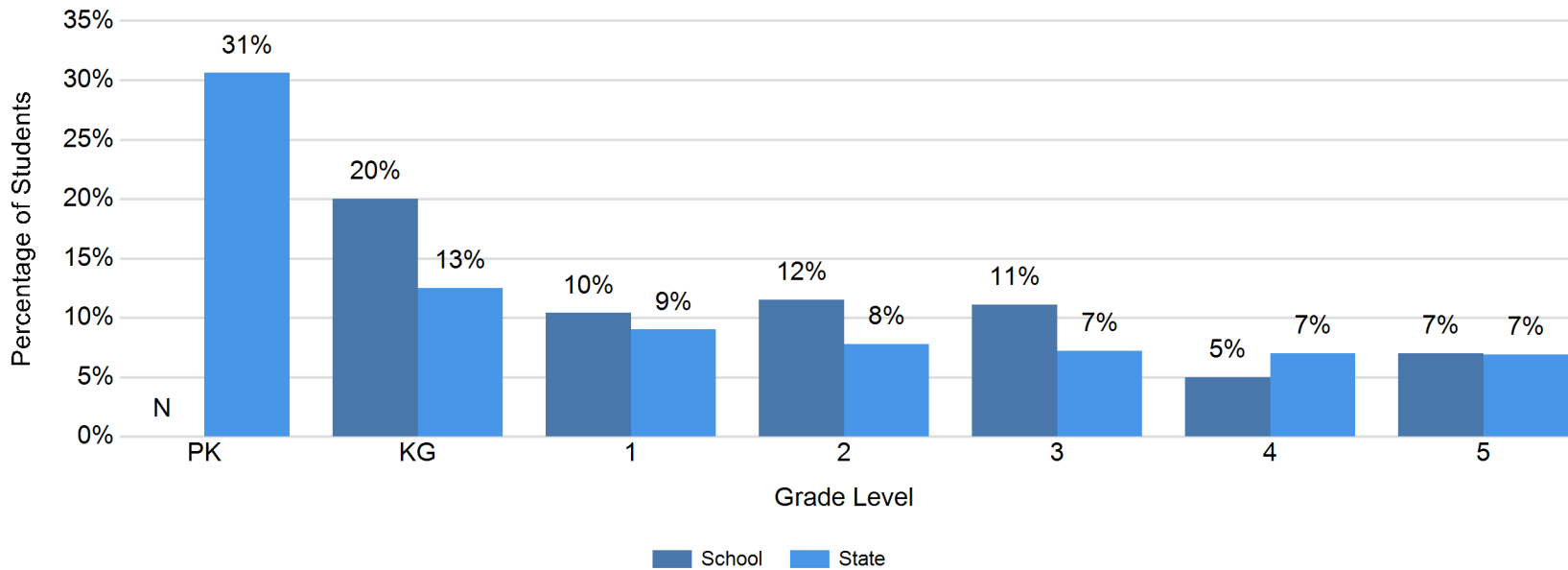
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	9.5%
Any Suspension	9.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.1:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	20	120,724
Average years experience in public schools	12.7	11.8
Average years experience in district	11.3	10.5
Teachers in district for 4 or more years	95%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	16:1	14:1
Administrators	158:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

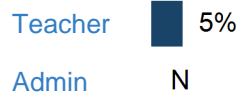
Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	13.1	17.5%
Mathematics Proficiency	6.5	17.5%
English Language Arts Growth	6.3	25.0%
Mathematics Growth	1.6	25.0%
Chronic Absenteeism	35.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		10.8
Summative Rating: Percentile rank of Summative Score		2.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		Comprehensive

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	10.8	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	Met Target†	Not Met	Met Target	**	**	No
Black or African American	24.3	11.9	No	Met Target	Met Target†	Not Met	Not Met	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	15.9	11.9	No	Met Target	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	**	**	No	N	N	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Osterhoudt	Email Address:	aosterhoudt@irvington.k12.nj.us
Address:	36 MT. VERNON AVENUE IRVINGTON, NJ 07111	Website:	https://irvington.k12.nj.us/schools/madison-avenue
Phone:	(973)399-6871	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Monthly parent workshops are held ranging in topics from the Student Learning Standards to Blood Pressure and Diabetes. • Using the headline, A Hand of Respect Goes a Long Way, parents participated in our school Week of Respect activities. • The PTA sponsors an annual Field Day for students with inflatable jump arounds, ball-games and jump-rope competitions.
 <p>Mission, Vision, Theme:</p>	<p>Madison Avenue School believes that each child is special and that education of the whole child involves the partnership of family and school. Our rich, culturally-diverse learning community enhances understanding, acceptance and tolerance of all people within the Irvington community, as well as, the global-community at large. Our mission is to develop every child’s academic potential and their ability to be a contributing member of our community both now and in the future.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Our award-winning Intellectually-Gifted Program is designed for students in grades 1-5 who regularly participate in events sponsored by the Essex County Consortium for Gifted Education. In recent years, students placed 1st, 2nd, and 3rd in the Essex County 24- Game Math Challenge. Students also hold titles as 1st place winners in the Essex County Pride Essay Contest. The Essex County Chess Tournament has honored and recognized our 5th grade students as winning title holders.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>At Madison Avenue, students are provided with opportunities to achieve their personal best through challenging curriculums and differentiated instruction; while at the same time utilizing a variety of evaluation tools, to improve overall academic performance. With Chromebook carts and a computer-lab, students infuse technology in daily instruction. The mathematics and English language arts programs are comprehensive and aligned to the NJ Student Learning Standards.</p>
 <p>Clubs and Activities:</p>	<p>Madison Avenue offers after-school programs with the goal of extending learning beyond the classroom walls. The after-school programs offered at the school include: Chess Club, Movement Math, Stem Club, Multi-Cultural Arts, Elementary Honor Society, and Student Council. Students placed 1st and 2nd in the District-wide Martin Luther King Essay Writing Contest and the Multi-Cultural Essay Writing Contest. Students also hold titles as 1st place winners in the Essex County Pride Essay Contest.</p>
 <p>Before and After School Programs:</p>	<p>Madison offers an after-school academic enrichment program that serves students in grades 3 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>Madison participates in the Breakfast After the Bell program in which students receive a nutritiously approved breakfast. Students engaged in an Interactive Fitness and Wellness assembly to promote healthy eating and physical wellness. During Wellness Week, morning announcements included: Eating Fruits & Vegetables, Visiting the medical doctor and dentist for regular check-ups, and smile often for a happy spirit. Students participated in a door decorating contest to promote wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>Madison Avenue School has an active PTA with approximately 200 members. The PTA meets once a month and a member of the PTA holds a seat on the School Leadership Council. Parents are involved in every activity, and led by our Parent Coordinator, workshops are offered monthly during the school day and early evening. Parents have access to the District Parent Portal and each teacher communicates daily via Class DoJo, in addition to traditional methods of communication.</p>



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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.



Facilities:

In addition to 15 regular classrooms, our facility has a computer lab, art room, gymnasium, music room, two recently renovated Prekindergarten classrooms, and a room designated and used for parental meetings and workshops. Our nursing office was recently upgraded with new floor and ceiling tiles. All of our classrooms are equipped with interactive SmartBoards or Clear Touch Boards. Chromebook carts have been purchased for the last 3 years in an effort to infuse technology into instruction.



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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.



Other Information:

Madison Avenue Elementary School is a pre-kindergarten to grade-5 school with a mission to provide a quality learning experience that is sensitive to the needs of a culturally-diverse community. Our student population is comprised of approximately 300 scholars. Our rich, culturally-diverse learning community enhances understanding, acceptance and tolerance of all people within the Irvington community, as well as, the global-community at large. With focused district and school-level administrative leadership, the instructional staff facilitates academic-programs that are standard and research-based, providing students with the necessary critical-thinking skills, values, and ideals that will propel them into becoming productive citizens in the 21st Century. Teachers remain on the cutting edge by participating in professional development that offers best practices and research-based strategies that are in alignment with the New Jersey Student Learning Standards. As a professional learning community, we continue to search for ways to enhance all instruction with rigor, relevance, and relationships. As a result, we have narrowed the focus with aggressive job-embedded professional development, incorporating joint planning, peer-coaching, data-analysis and action-research. We believe that a healthy child contributes to his/her overall success as a student and community-member. To that end, we enthusiastically partner with the YW-MCA's Healthy U-CATCH and Child Abuse Prevention Program (CAPP). Our Parent-Teacher Association (PTA), the parental arm of our learning community, works diligently to ensure that parents and families have a voice in the process. They not only provide rich experiences for all students, but several sit on the School Leadership Council, providing the necessary input for instructional best practices. Madison Avenue School strives to ensure that our students are 21st century learners and thinkers and are college and career ready.




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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	83	90	86
KG	88	97	91
1	80	73	89
2	80	70	76
3	87	74	74
4	80	72	77
5	68	73	74
Ungraded	3	0	1
Total	569	549	568

Student Group	2014-15	2015-16	2016-17
Female	51%	50%	50%
Male	49%	50%	50%
Economically Disadvantaged Students	83%	82%	89%
Students with Disabilities	4%	4%	4%
English Learners	7%	13%	16%
Homeless Students			1%
Students in Foster Care			0%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	87.0%
Hispanic	10.6%
White	1.1%
Asian	0.7%
Native Hawaiian or Pacific Islander	0.5%
American Indian or Alaska Native	0.0%
<i>Two or More Races</i>	0.2%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	87	90	86
KG - Half Day	0	0	0
KG - Full Day	86	97	91

Home Language	% of Students
English	72.9%
Spanish	11.8%
Haitian	10.7%
Creoles and pidgins, English based	1.4%
<i>Other</i>	3.4%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	204	98.6	19.10	24.90	54.90	19.1	17.4	Met Target
White	*	*	*	*	63.90	*	**	**
Hispanic	19	100.0	21.10	*	39.80	21.1	N	N
Black or African American	183	98.5	19.10	24.60	35.20	19.1	17.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	N	N	N	33.40	54.90	N	**	**
Female	108	97.4	20.30	31.40	62.20	20.3		
Male	96	100.0	17.70	18.60	48.10	17.7		
Economically Disadvantaged Students	177	99.5	19.70	24.60	36.20	*	18.3	Met Target
Non-Economically Disadvantaged Students	27	93.3	14.80	25.80	65.80	*		
Students with Disabilities	14	100.0	14.30	*	20.50	14.3	**	**
Students without Disabilities	190	98.5	19.50	*	61.90	19.5		
English Learners	26	100.0	19.20	15.20	25.20	19.2	13	Met Target
Non-English Learners	178	98.4	19.10	26.90	57.40	19.1		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	68	722	718	749	29%	19%	34%	*	*	18%	50%
White	*	*	*	759	*	*	*	*	*	*	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	63	721	719	731	32%	19%	32%	*	*	18%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	37	718	720	754	*	*	27%	*	*	19%	55%
Male	31	728	716	745	*	*	42%	*	*	16%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	723	725	753	24%	25%	37%	15%	0%	15%	56%
White	N	N	N	762	N	N	N	N	N	N	67%
Hispanic	10	729	725	740	*	*	*	*	0%	10%	40%
Black or African American	66	723	725	737	26%	26%	33%	15%	0%	15%	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	45	724	729	758	*	*	38%	*	*	16%	61%
Male	31	722	721	749	*	*	36%	*	*	13%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	N	N	N	729	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	72	728	730	756	*	31%	29%	24%	*	25%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	65	729	730	740	*	29%	31%	23%	*	25%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	32	734	734	761	*	*	*	*	*	28%	66%
Male	40	724	725	750	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	60	731	730	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	12	718	727	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	733	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

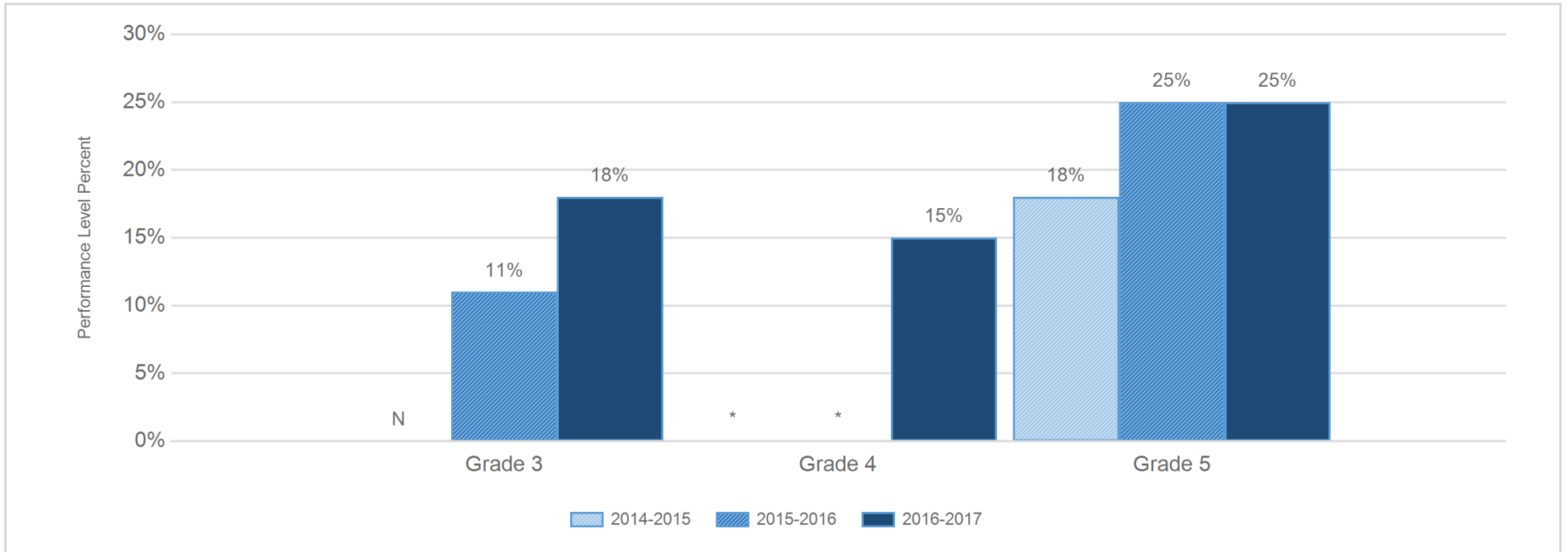


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	207	98.7	15.50	11.90	43.50	15.5	17.3	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	19	100.0	21.10	12.80	27.60	21.1	N	N
Black or African American	186	98.5	14.50	11.70	21.70	14.5	14.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	N	N	N	12.50	44.90	N	**	**
Female	111	97.6	15.30	13.00	44.10	15.3		
Male	96	100.0	15.60	11.00	42.90	15.6		
Economically Disadvantaged Students	178	99.5	15.70	11.60	25.10	*	17.6	Met Target†
Non-Economically Disadvantaged Students	29	93.7	13.80	13.10	54.30	*		
Students with Disabilities	14	100.0	21.40	*	16.50	21.4	**	**
Students without Disabilities	193	98.6	15.00	*	48.80	15		
English Learners	29	100.0	17.20	*	23.30	17.2	35.6	Not Met
Non-English Learners	178	98.4	15.20	*	45.20	15.2		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	11.10	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	725	751	*	28%	34%	28%	*	28%	53%
White	*	*	*	759	*	*	*	*	*	*	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	66	730	724	733	*	30%	35%	24%	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	40	729	726	751	*	*	33%	*	*	28%	52%
Male	31	736	724	751	*	*	36%	*	*	29%	53%
Economically Disadvantaged Students	*	*	*	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	*	*	*	724	*	*	*	*	*	*	21%
Non-English Learners	*	*	*	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	79	720	718	747	*	*	*	*	*	*	47%
White	N	N	N	755	N	N	N	N	N	N	59%
Hispanic	10	729	722	734	*	*	*	*	0%	10%	30%
Black or African American	69	719	717	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	48	721	720	747	*	*	*	*	*	*	47%
Male	31	719	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	710	716	747	*	*	*	*	*	*	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	67	711	715	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	33	713	718	747	*	*	*	*	*	*	47%
Male	41	707	714	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	62	710	717	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	12	707	712	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	*	*	*	724	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

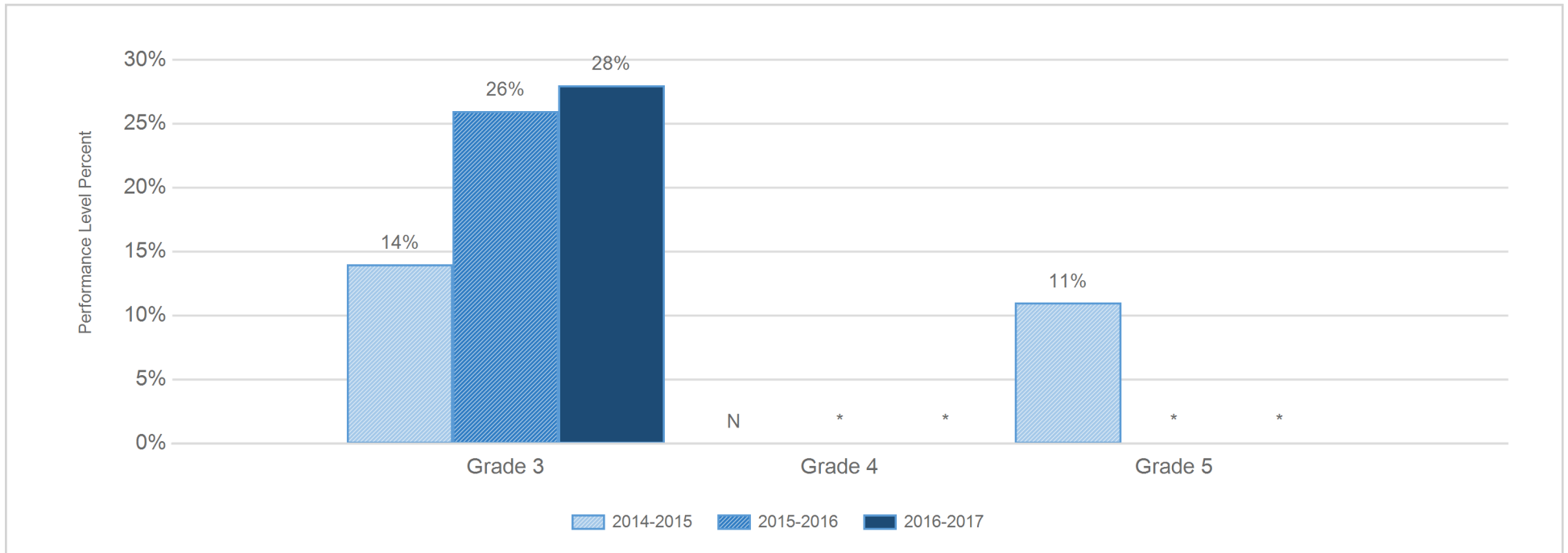


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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Alternate Assessments - 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 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. The table also shows 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
1	21	85.7%	14.3%
2	*	*	*
3	*	*	*
4	*	*	*
5+	10	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

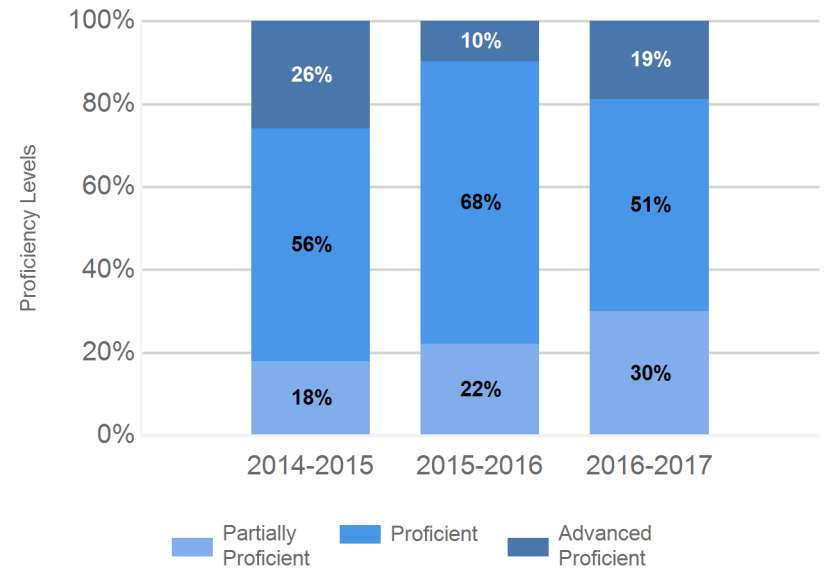
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	19%	51%	30%
White	N	N	N
Hispanic	*	*	*
Black or African American	*	*	30%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	22%	47%	31%
Students with Disabilities	*	*	*
English Learners	*	*	N

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	47	50	Met Target	36	36	50	Not Met
White	N	N	N	N	N	N	N	N
Hispanic	*	56	49	**	*	37	47	**
Black or African American	47	46	45	Met Target	36.5	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44	60	**	*	23.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	47	47	Met Target	37	36	46	Not Met
Students with Disabilities	*	40	41	**	*	30	43	**
English Learners	65	50.5	53	**	21.5	31.5	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

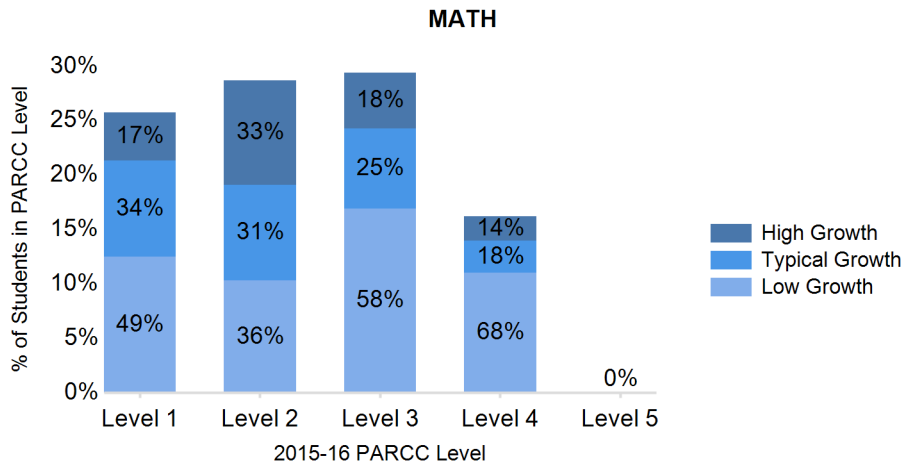
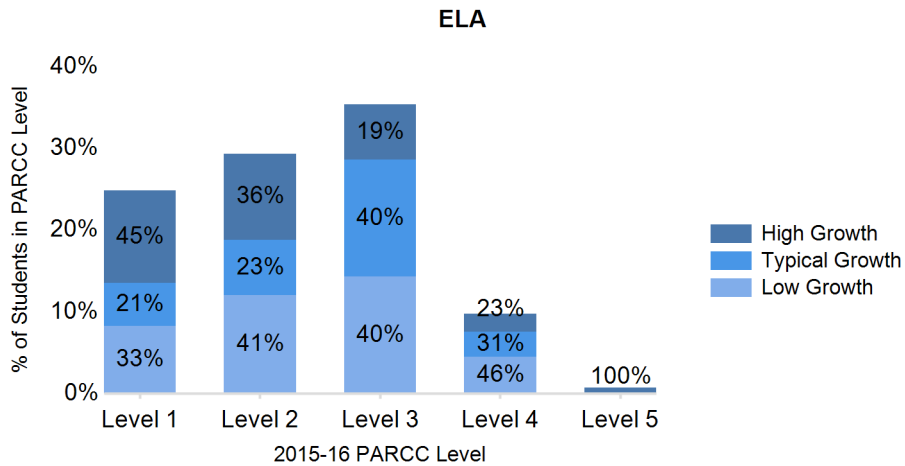
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

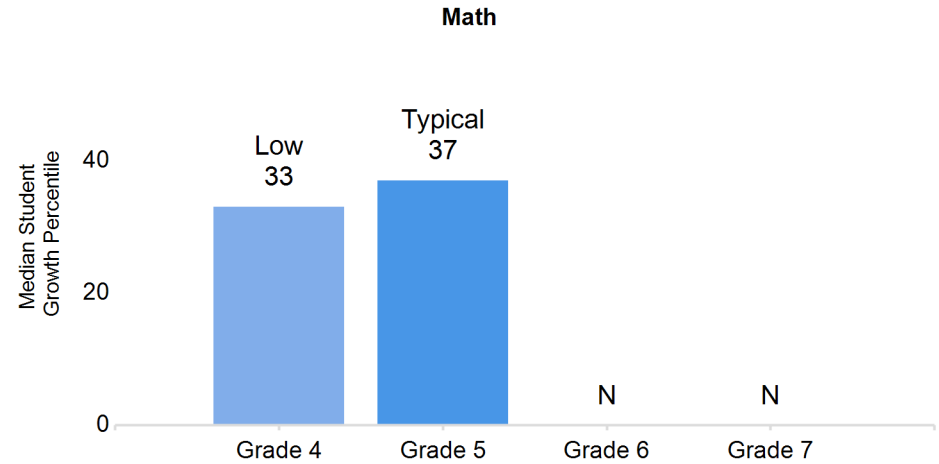
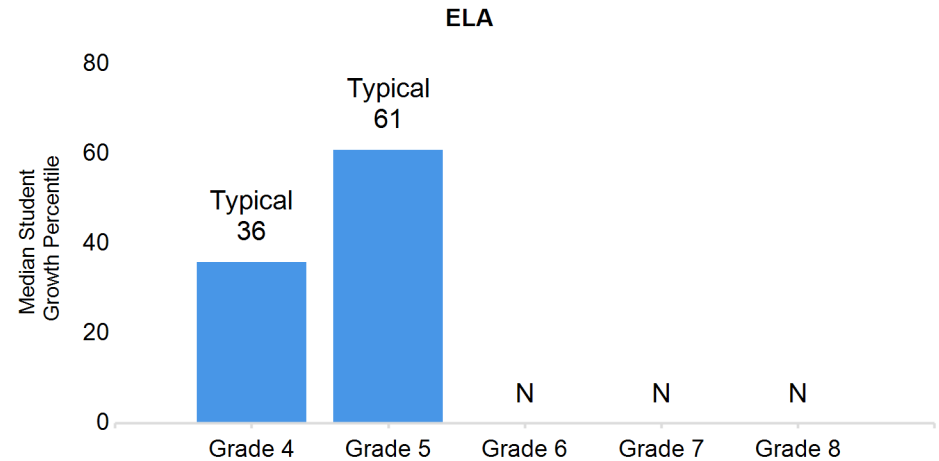
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

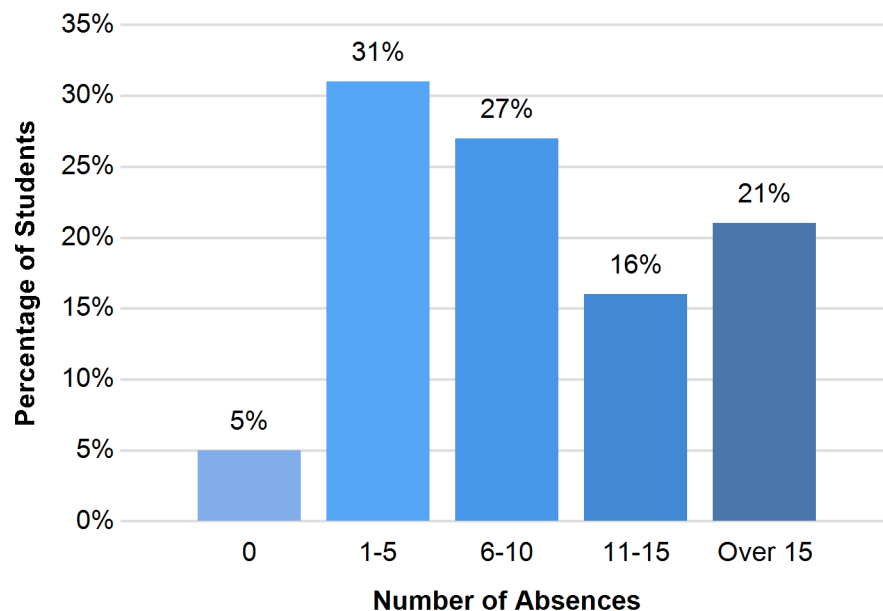
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.10	8.40	Not Met
White	N	**	**
Hispanic	12.30	8.40	Not Met
Black or African American	16.60	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	17.00	8.40	Not Met
Students with Disabilities	17.90	8.40	Not Met
English Learners	6.50	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.





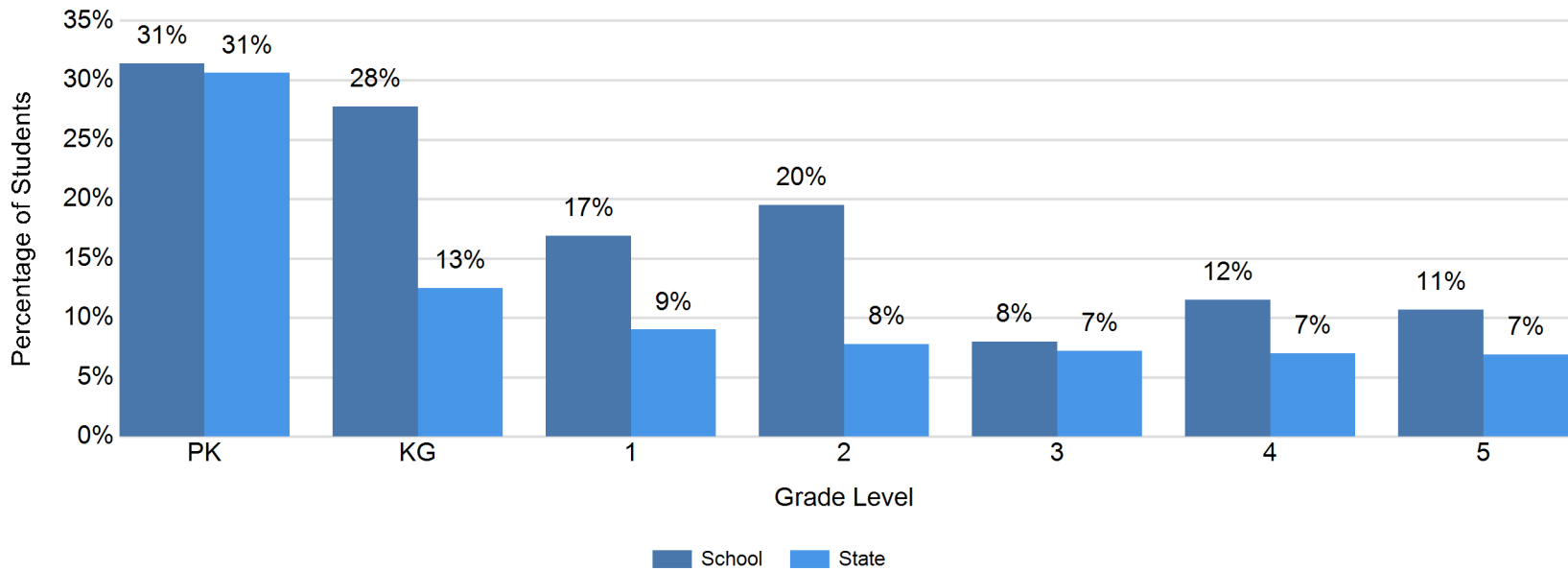
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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	5.5%
Any Suspension	5.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	120,724
Average years experience in public schools	14.0	11.8
Average years experience in district	13.2	10.5
Teachers in district for 4 or more years	78%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	15:1	14:1
Administrators	189:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	5.7	17.5%
Mathematics Proficiency	9.8	17.5%
English Language Arts Growth	45.6	25.0%
Mathematics Growth	9.2	25.0%
Chronic Absenteeism	12.9	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		18.3
Summative Rating: Percentile rank of Summative Score		8.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	18.3	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	32.9	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	25.4	11.9	No	Met Target	Met Target†	Not Met	Met Target	Not Met	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	27.0	11.9	No	Met Target	Not Met	Met Target	**	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Gilmore	Email Address:	ngilmore@irvington.k12.nj.us
Address:	54 MT VERNON AVENUE IRVINGTON, NJ 07111	Website:	https://irvington.k12.nj.us/schools/mount-vernon/
Phone:	(973)399-6875	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Parent and community participation for our Annual Celebrity Read Program with the United Way of Essex and West Hudson. • Monthly Parent Workshops facilitated by Parent Coordinator to include an overview of the NJ Student Learning Standards. • Mount Vernon Annual Breast/Colon Cancer Awareness Walk with parents, community leaders and Mount Vernon scholars.
 <p>Mission, Vision, Theme:</p>	<p>Mt. Vernon Avenue Elementary School, Where Scholars Learn to SOAR! Mt. Vernon Avenue stakeholders purposefully design learning experiences ensuring that all scholars have opportunities for Success, will take Ownership for their learning and actions, will maintain a positive outlook and Attitude in all academic and social interactions and will demonstrate Respect for each other as well as the learning process.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Mount Vernon is proud to have outstanding professionals recognized by the district and the governor having been awarded the 2016-2017 Governor’s Educator of the Year Award. Mt. Vernon had great success in the 2016-2017 Essex County Pride Essay Contest, taking home two, 1st place winners and one, 2nd place winner from kindergarten to fifth grade. As a result of our intentional focus on culture and climate, our staff and scholars maintained a 94% and 95% attendance rate respectively.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our ELA program Reading Wonders, aligned to the state standards uses research-based instruction and differentiated learning opportunities. Our math program, My Math, provides rigor and engagement scholars need for 21st century skills. The science program is integrated and exposes scholars to all science genres with participation in Virtual Learning Labs with scientists. The Social Studies curriculum is organized around the central concepts of civics, geography, and economics.</p>
 <p>Clubs and Activities:</p>	<p>Mt. Vernon Avenue addresses the whole child, offering scholars a unique opportunity to play a larger role in the school community, forming stronger bonds with teachers, staff and their peers. Scholars can participate in the National Elementary Honor Society, Student Council, Newsletter Club, Digital Learning Club, School Safety Patrol, Cheerleading Club, Basketball Club, Chess Club, Literacy Academy and/or Eagles Academy.</p>
 <p>Before and After School Programs:</p>	<p>Mt. Vernon offers an after-school enrichment program that serves students in grades 3 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student.</p>







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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.

 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>Mt. Vernon participates in the Breakfast After the Bell Program, which provides a nutritional breakfast for students after the school day begins. The Wellness Committee has conducted activities such as Teacher Wellness Lunch with Massage Therapy, Teacher-Scholar Basketball Games, Family Game Night, participation in Irvington Townships 5K Walk, Memorial Day Parade, Unified Games at Irvington High School, Family Dinner Dance and Breast/Colon Cancer Awareness Walk.</p>
 <p>Parent and Community Involvement:</p>	<p>Our parents and community partners are active participants in the education of our scholars. Partnering with us on various events with the PTA, as well as volunteer and fundraising events and programs. Our Parent Coordinator focuses on parent/community involvement facilitating workshops on topics such as PARCC Readiness and ESL and Special Education Tips for Parents. The District’s PowerSchool Portal provides parents with access to their child’s academic progress in real-time.</p>





MT. VERNON AVENUE SCHOOL
2016-2017
Grade Span PK-05

13-2330-131
 ESSEX
 IRVINGTON TOWNSHIP
 54 MT VERNON AVENUE
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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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p> <p>Mount Vernon Avenue staff and scholars are surveyed three times a year. The School Leadership Council assists in creating the survey and analyzing the results. The data is used to guide programming, school operations, behavior modification, parent involvement, and staff development. Highlights from the 2016-2017 survey indicate that the overwhelming majority of students feel safe at the school and overall staff members are proud to be apart of the Mt. Vernon family.</p>
 <p>Facilities:</p>	<p>Each classroom is equipped with a SmartBoard and all teachers have access to Chromebooks, two computer labs and a new fully equipped science lab. Our atrium and central staircase is only one of the aesthetic elements of our building with its natural lighting. We are handicap accessible and have a playground area for our preschool through grade one scholars. Our library, art room, vocal and instrumental music rooms are creatively adorned with learning resources relative to the content.</p>



MT. VERNON AVENUE SCHOOL
2016-2017

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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.



Other Information:

With student learning as our primary goal, we are resolved in ensuring that our scholars are the recipients of a quality education in an inclusive, safe and nurturing school environment. We celebrate and recognize the diversity that exists in our learning community with regard to cultures, learning styles and life experiences. As such, we provide transferable life skills and instruction that is differentiated, fosters high student engagement, prepares students to be problem-solvers, critical thinkers and confident learners. Our talented faculty and staff are prepared, dedicated, supportive and steadfast in preparing our scholars for college and careers while also shaping their socio-emotional development. Scholars at Mt. Vernon Avenue are provided with rich, rigorous and relevant learning experiences, employing research-based instructional strategies with curricular resources aligned to the NJ Student Learning Standards. Technology is infused in all aspects of our curriculum as students interact with Smart Boards, Chromebooks, and instructional software present in our core curricular programs. We address the whole child, offering scholars a unique opportunity to play a larger role in the school community, forming stronger bonds with teachers, staff and their peers. Monday and Tuesday mornings are dedicated to Morning Convocation, a structured celebration of school pride and affirmation of our greatness, energizing and focusing the entire community on achieving their full academic and social potential throughout the day. At Mt. Vernon, our days are guided by focused attention on instruction, curriculum implementation, student mastery of learning objectives, school culture and climate and parent voice. Through intentional and reflective practices, we present as a learning community that values collaboration, lifelong learning, and collective responsibility, evidenced by student achievement. We endeavor to prepare of students for college and career.




THURGOOD MARSHALL SCHOOL
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

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.

This table shows the percentage of students by racial and ethnic group.

Grade	2014-15	2015-16	2016-17
PK	126	109	103
KG	53	39	48
1	65	59	45
2	48	63	56
3	45	37	55
4	48	39	35
5	43	40	39
Ungraded	29	36	46
Total	457	422	427

Student Group	2014-15	2015-16	2016-17
Female	45%	43%	45%
Male	55%	57%	55%
Economically Disadvantaged Students	81%	86%	83%
Students with Disabilities	9%	13%	15%
English Learners	13%	17%	16%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Racial and Ethnic Group	% of Students
Black or African American	78.9%
Hispanic	18.5%
White	1.2%
Native Hawaiian or Pacific Islander	0.7%
American Indian or Alaska Native	0.2%
Asian	0.2%
Two or More Races	0.2%

PreK and K - Full Day and Half Day

Enrollment by Home Language

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

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

Grade	2014-15	2015-16	2016-17
PK - Half Day	0	0	0
PK - Full Day	120	109	103
KG - Half Day	0	0	0
KG - Full Day	53	39	48

Home Language	% of Students
English	76.3%
Spanish	12.9%
Haitian	2.8%
Yoruba	1.9%
Creoles and pidgins, English based	1.9%
Other	4.2%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	127	97.9	19.70	24.90	54.90	19.7	20.7	Met Target†
White	*	*	*	*	63.90	*	**	**
Hispanic	25	100.0	24.00	*	39.80	24	16.9	Met Target
Black or African American	101	97.3	18.80	24.60	35.20	18.8	21.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	45.00	80.70	N	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	33.40	54.90	N	**	**
Female	51	100.0	25.50	31.40	62.20	25.5		
Male	76	96.5	15.80	18.60	48.10	15.8		
Economically Disadvantaged Students	111	97.5	18.90	24.60	36.20	18.9	20.1	Met Target†
Non-Economically Disadvantaged Students	16	100.0	25.00	25.80	65.80	25		
Students with Disabilities	16	94.1	*	*	20.50	*	**	**
Students without Disabilities	111	98.4	*	*	61.90	*		
English Learners	33	100.0	15.20	15.20	25.20	15.2	26.6	Not Met
Non-English Learners	94	97.1	21.30	26.90	57.40	21.3		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	714	718	749	31%	34%	20%	*	*	15%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	48	713	719	731	31%	33%	*	*	0%	17%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	751	N	N	N	N	N	N	52%
Female	21	712	720	754	*	*	*	*	0%	14%	55%
Male	38	715	716	745	*	*	*	*	0%	16%	46%
Economically Disadvantaged Students	48	711	717	731	*	*	*	*	*	13%	31%
Non-Economically Disadvantaged Students	11	727	721	762	*	*	*	*	*	27%	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	13	706	694	709	*	*	*	*	*	*	11%
Non-English Learners	46	716	721	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	38	729	725	753	*	26%	29%	*	*	24%	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	*	*	*	740	*	*	*	*	*	*	40%
Black or African American	32	728	725	737	*	*	*	*	*	25%	36%
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	750	N	N	N	N	N	N	56%
Two or More Races	N	N	N	755	N	N	N	N	N	N	56%
Female	14	739	729	758	*	*	*	*	*	29%	61%
Male	24	723	721	749	*	*	*	*	*	21%	51%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	39	735	730	756	*	33%	39%	*	*	23%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	28	735	730	740	*	36%	43%	*	0%	18%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	20	748	734	761	*	*	*	*	*	35%	66%
Male	19	721	725	750	*	*	*	*	*	11%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

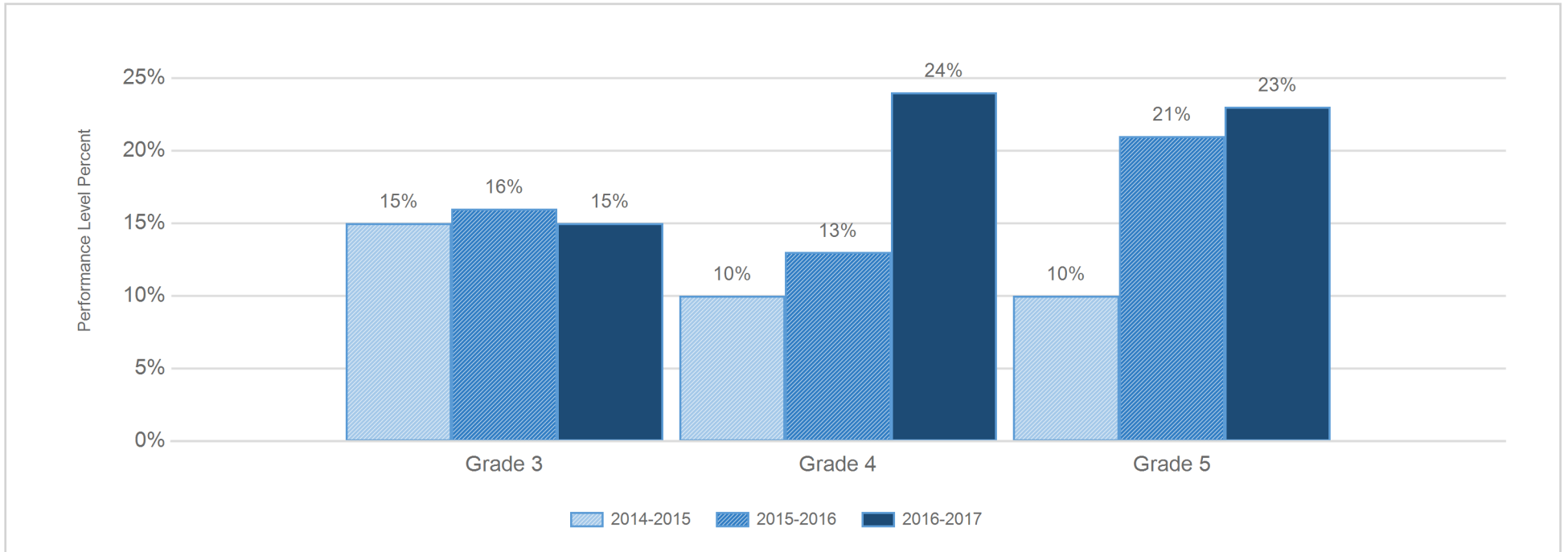


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	127	97.9	14.20	11.90	43.50	14.2	16	Met Target†
White	*	*	*	*	52.40	*	**	**
Hispanic	25	100.0	24.00	12.80	27.60	24	8.1	Met Target
Black or African American	101	97.3	11.90	11.70	21.70	11.9	18.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	15.00	75.60	N	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	12.50	44.90	N	**	**
Female	51	100.0	17.70	13.00	44.10	17.7		
Male	76	96.5	11.80	11.00	42.90	11.8		
Economically Disadvantaged Students	111	97.5	11.70	11.60	25.10	11.7	15.4	Met Target†
Non-Economically Disadvantaged Students	16	100.0	31.30	13.10	54.30	31.3		
Students with Disabilities	16	94.1	*	*	16.50	*	**	**
Students without Disabilities	111	98.4	*	*	48.80	*		
English Learners	33	100.0	*	*	23.30	*	17.6	Not Met
Non-English Learners	94	97.1	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	11.10	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	716	725	751	32%	29%	27%	*	*	12%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	48	712	724	733	40%	27%	23%	*	*	10%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	N	N	N	751	N	N	N	N	N	N	53%
Female	21	714	726	751	*	*	*	*	*	*	52%
Male	38	717	724	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	48	712	724	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	11	731	727	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	13	712	713	724	*	*	*	*	*	*	21%
Non-English Learners	46	716	727	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	N	N	N	727	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	39	720	718	747	*	36%	28%	*	*	13%	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	*	*	*	734	*	*	*	*	*	*	30%
Black or African American	32	722	717	729	*	34%	31%	*	*	13%	25%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	15	723	720	747	*	*	*	*	*	13%	47%
Male	24	718	716	747	*	*	*	*	*	13%	48%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	39	728	716	747	*	28%	39%	*	0%	21%	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	28	726	715	729	*	*	39%	*	0%	18%	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	20	742	718	747	*	*	*	*	*	*	47%
Male	19	714	714	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

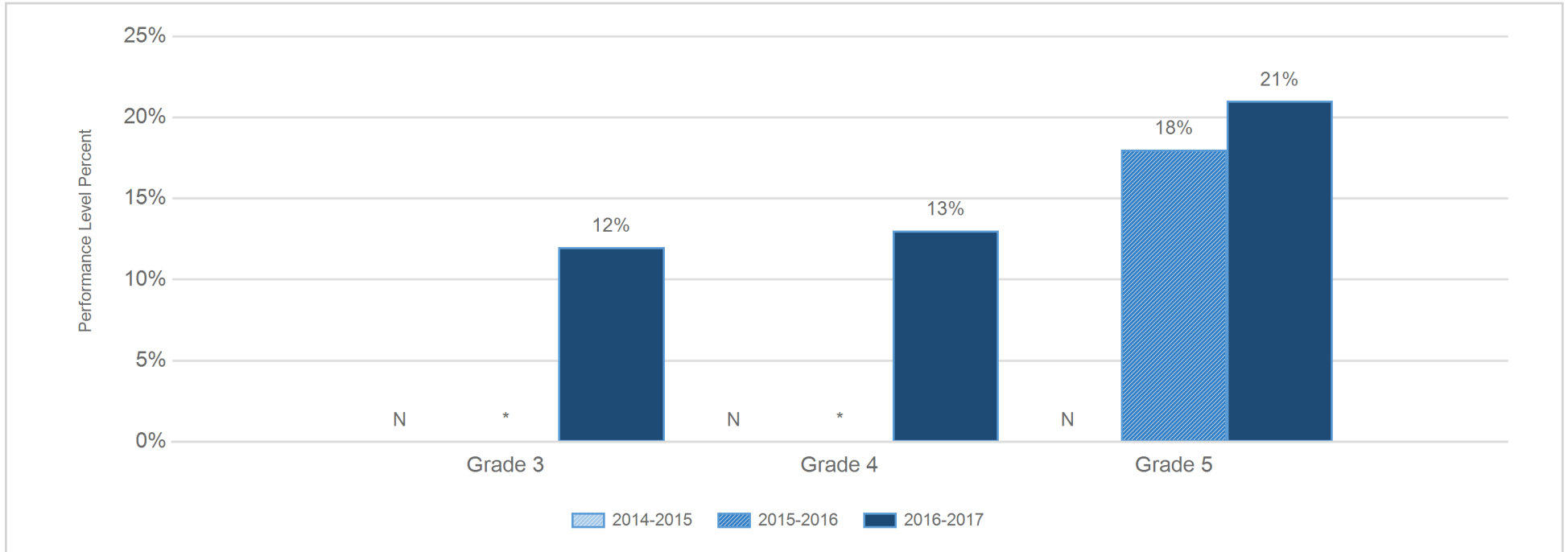


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	*	*
5	N	N

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. The table also shows 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
1	10	*	*
2	21	85.7%	14.3%
3	13	*	*
4	*	*	*
5+	18	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

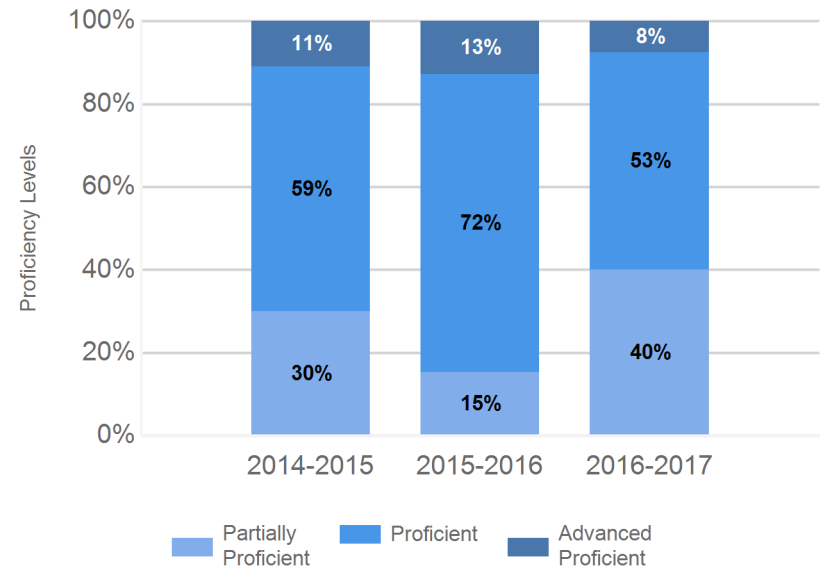
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	8%	53%	40%
White	N	*	N
Hispanic	N	*	*
Black or African American	9%	46%	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	5%	54%	41%
Students with Disabilities	*	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	48	47	50	Met Target	53	36	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	42	56	49	**	48	37	47	**
Black or African American	54	46	45	Met Target	53	36	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N	N
Economically Disadvantaged	48	47	47	Met Target	47.5	36	46	Met Target
Students with Disabilities	*	40	41	**	*	30	43	**
English Learners	51	50.5	53	**	66	31.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

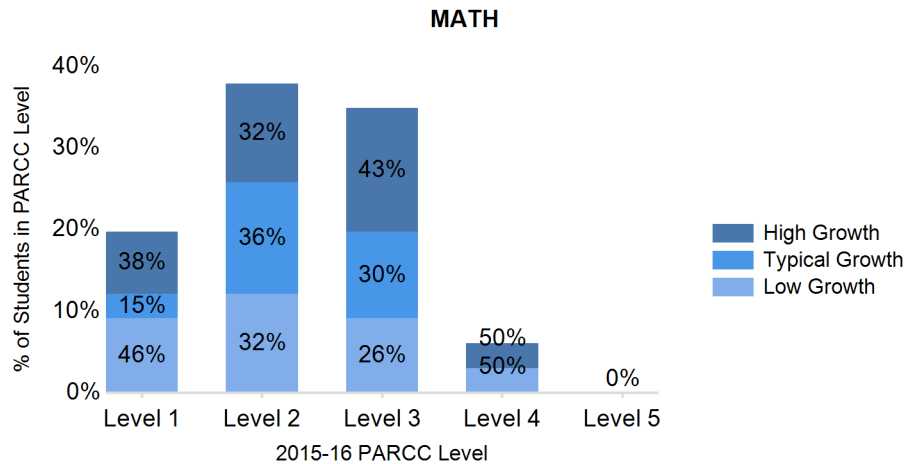
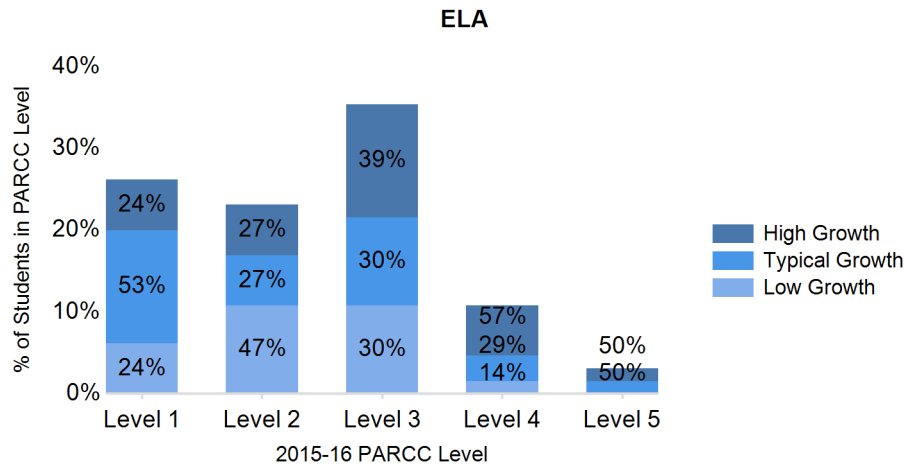
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

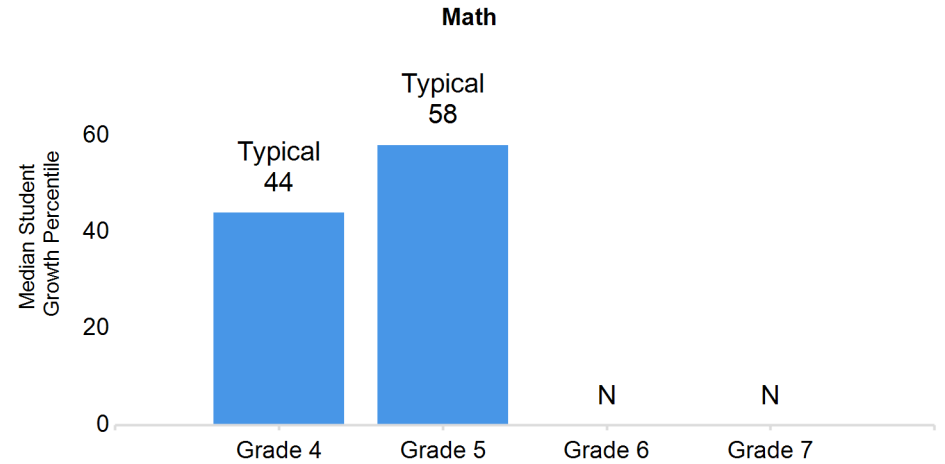
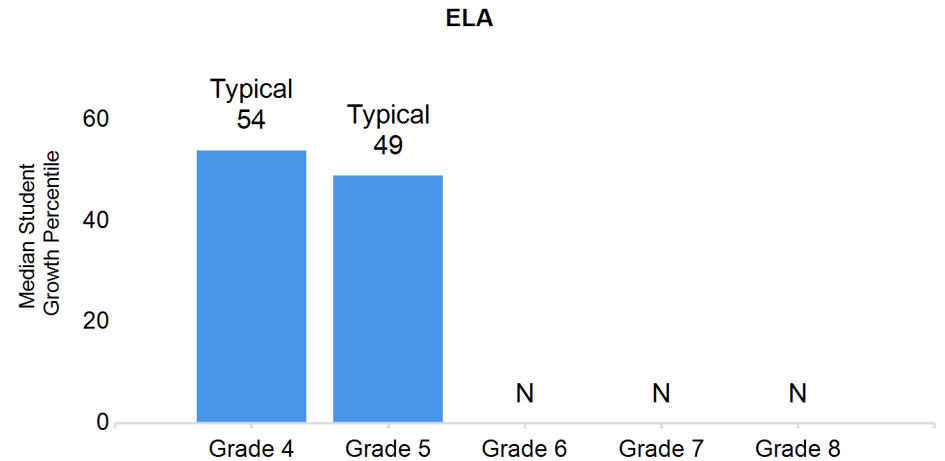
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

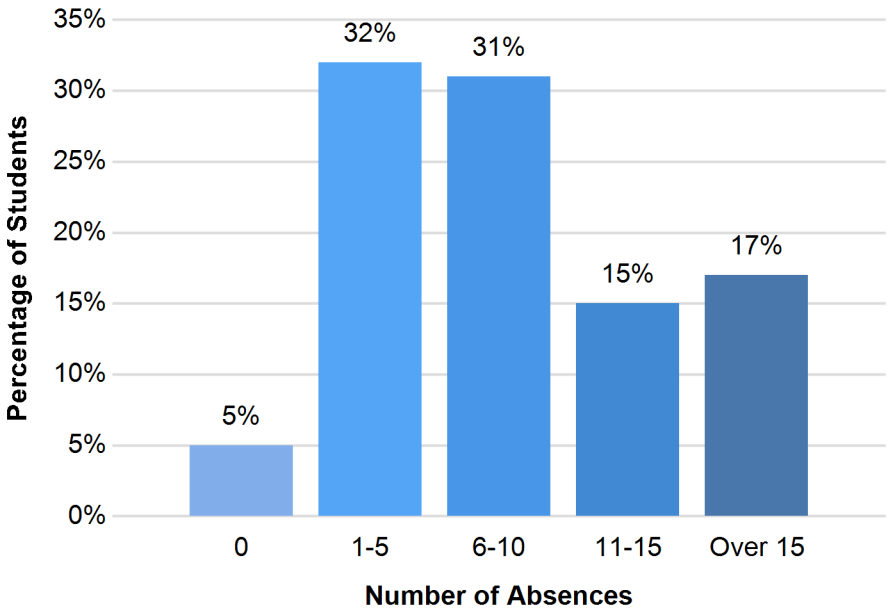
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	15.00	8.40	Not Met
White	N	**	**
Hispanic	6.60	8.40	Met Target
Black or African American	17.50	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.00	8.40	Not Met
Students with Disabilities	18.20	8.40	Not Met
English Learners	1.70	8.40	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



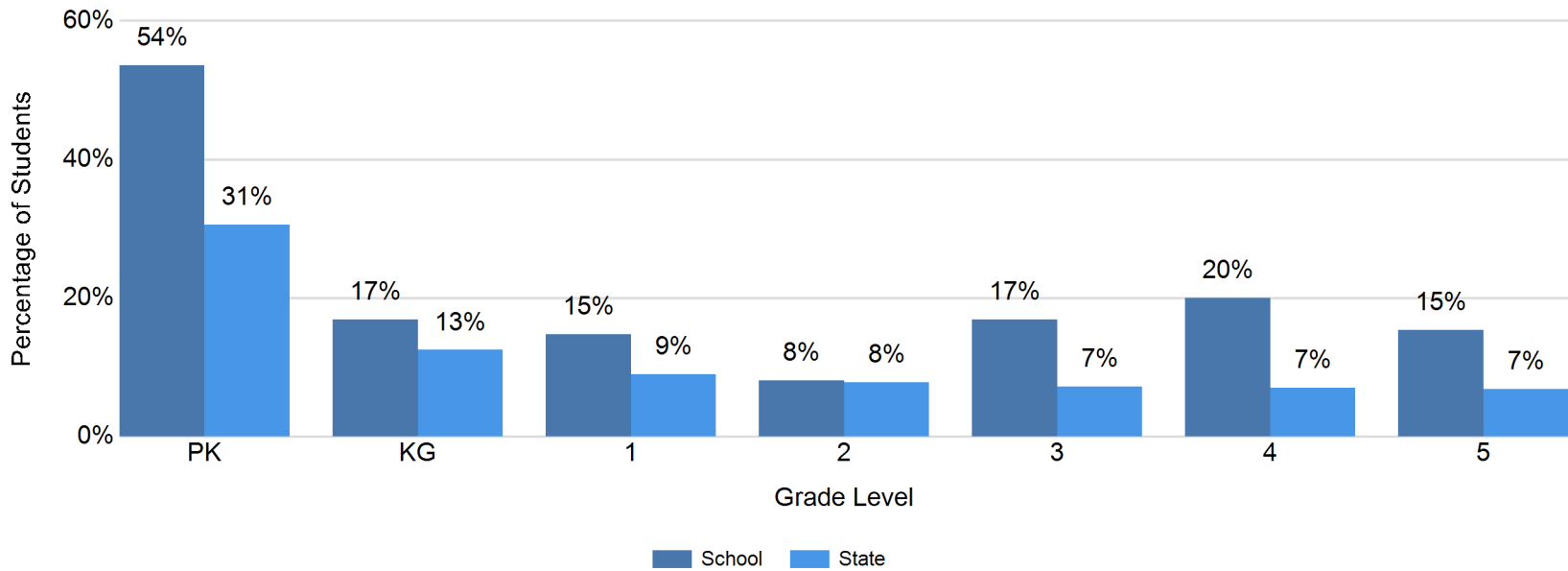


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	0.0%
Out-of-School Suspensions	3.5%
Any Suspension	3.5%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.2:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	120,724
Average years experience in public schools	9.8	11.8
Average years experience in district	8.3	10.5
Teachers in district for 4 or more years	60%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	N	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	5.7	17.5%
Mathematics Proficiency	7.1	17.5%
English Language Arts Growth	53.1	25.0%
Mathematics Growth	63.5	25.0%
Chronic Absenteeism	18.3	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		34.1
Summative Rating: Percentile rank of Summative Score		24.8
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	34.1	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	Met Target	Met Target	Met Target	**	**	No
Black or African American	49.4	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	33.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Met Target	No
Students with Disabilities	**	**	No	**	**	Not Met	**	**	No
English Learners	**	**	No	Not Met	Not Met	Met Target	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Warren	Email Address:	wwarren@irvington.k12.nj.us
Address:	141 181 MONTGOMERY AVENUE IRVINGTON, NJ 07111	Website:	https://irvington.k12.nj.us/schools/thurgood-marshall/
Phone:	(973)416-3824	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • The first annual Autism Symposium was held that included several community related resources. • Each classroom is equipped with a SmartBoard or a ClearTouch screen and teachers have access to Chromebook carts. • Bring Your Parent to School Day and Breast/Colon Cancer Walk are held annually to foster community engagement.
 <p>Mission, Vision, Theme:</p>	<p>Thurgood G. Marshall School is dedicated to providing a multicultural environment in which academic, social and emotional development of each individual is realized through the collaborative efforts of all stakeholders. Creative learning experiences, a positive school climate, and parental involvement will enable students, to build self-esteem, achieve their highest potential, develop a true love for life-long learning and ensure their place in society as productive and valuable citizens.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Several of the Thurgood Marshall teachers were awarded grant funding in order to further foster rigorous and authentic instruction and the school principal received the NAACP Educator’s Award. A National Elementary Honor Society student was awarded a gold medal and certificate for raising the most funds for St. Jude as their community service project. There is a districtwide Spelling Bee for grades 3-5, our 4th grade student was reigned spelling champion for grade 4.</p>






THURGOOD MARSHALL SCHOOL
2016-2017
Grade Span PK-05

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 IRVINGTON, NJ 07111

School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our curriculum is research-based and aligned to the New Jersey Student Learning Standards. Teachers use assessments to inform instruction and data is used to create small, flexible, and cooperative learning groups. Our curriculum calls for integrating technology into all subject areas. Chromebooks are used for the development of higher-order thinking skills, project-based learning, computer based assessments, and research and design of subject matter projects.</p>
 <p>Clubs and Activities:</p>	<p>Thurgood Marshall offers a wide variety of clubs and activities. They include: Homework Club, Student Council, Band, Elementary National Honor Society, Chess Club, and Unified Olympics Club. Students at Thurgood Marshall engage in activities that are designed to extend learning beyond the walls of the classroom. A few of these activities include: coin drives, state and county essay contests, and autism awareness programs.</p>
 <p>Before and After School Programs:</p>	<p>Thurgood offers an after-school enrichment program that serves students in grades 3 to 5 by providing assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. The program is taught by highly qualified teachers who are required to maintain progress data for each student.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>Thurgood participates in the Breakfast After the Bell Program. Thurgood also participates in the Fresh Fruit and Vegetable Program. Wellness programs include: parental workshops about cancer and diabetes, student physical wellness assembly programs, annual Breast/Colon Cancer Awareness Walk, and 5K Walk to fight childhood obesity. An annual Field Day is held which includes the following activities: relay races, sack races, bouncy house, bouncy obstacle course, and ring toss.</p>
 <p>Parent and Community Involvement:</p>	<p>The Parent Coordinator arranged the following activities throughout the year: Meet & Greet the Staff, Back to School Night, Cancer Walk, Parent Conversation Forum, Positive Behavior & Social Skills Workshop, Fight Against Childhood Obesity, Movie Night, Father Daughter and Mother Son Dance, and Brother-to-Brother Men’s Group. Throughout the school year, 315 students participated in the Backpack program in which they received a nutritional meal each Friday to take home.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Parents, Teachers</p> <p>The members of the School Culture and Climate Committee designed a survey for the teachers at Thurgood Marshall Elementary School. An overview of the survey indicates that teachers felt they were being evaluated fairly and they were receptive to the feedback in the evaluations. Parents were also given a survey. The survey results showed that the majority of parents believed that their child is receiving a quality education and is safe in school.</p>
 <p>Facilities:</p>	<p>Thurgood Marshall Elementary School was erected in 1993. The school is equipped with air conditioning in every classroom. There are two computer labs in the media center and each lab has 25 Mac desktop computers. One lab is used for creative writing and the other lab is used for research and other educational purposes. In addition, the media center is equipped with chromebooks and headsets. There is a fully equipped physical and occupational therapy room for students with disabilities.</p>



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School Narrative

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Other Information:

At Thurgood Marshall, we recognize that our students need learning experiences that meet them where they are, engage them deeply, let them progress at a pace that meets their individual needs, and help them master critical thinking skills. Thurgood Marshall is dedicated to providing all scholars with high standards of learning. To this end, we offer our students highly qualified teachers; curriculum and instruction that is research-based and aligned to the NJ Student Learning Standards; and technology that is infused into the curriculum which supports programs such as My Math in Mathematics, ConnectED, in English Language Arts, and NJCL.org in Science with the Next Generation Science Standards. Computers are in every classroom with Internet accessibility, as well as interactive Smart Boards, Smart Tables, Clear Touch interactive Panels and Chromebooks. We offer an instructional program that accelerates learning for all scholars and builds on their strengths and interests. In addition to the K-5 classrooms, our school offers a preschool Gold Curriculum program and the Creative Curriculum with highly trained certified teachers. The Gold Curriculum program is a comprehensive program that provides labs and projects that reinforce learning, self-confidence and self-direction in our young scholars. The Creative Curriculum program is research based and is offered in English and Spanish. Thurgood Marshall School believes that respect and understanding grow when children of differing abilities and cultures play and learn together. Our school has inclusion classes in each grade level for scholars who require additional educational support. We provide interventions such as speech, occupational and physical therapies. Our Autistic Program, servicing scholars from grades K-5, has received statewide recognition. A quality learning experience ensures our scholars' place in the 21st Century as productive and socially responsible citizens of the world.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	208	228	215
7	203	221	221
8	216	190	223
Ungraded	23	25	22
Total	650	664	681

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	2014-15	2015-16	2016-17
Female	47%	44%	47%
Male	53%	56%	54%
Economically Disadvantaged Students	86%	86%	74%
Students with Disabilities	9%	12%	10%
English Learners	9%	12%	10%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			1%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	77.2%
Hispanic	20.7%
Native Hawaiian or Pacific Islander	1.0%
Asian	0.7%
American Indian or Alaska Native	0.0%
White	0.0%
Two or More Races	0.3%

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. All other students are included in Other Languages.

Home Language	% of Students
English	63.3%
Spanish	18.4%
Haitian	13.4%
Creoles and pidgins, French-based	2.5%
Other	2.3%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	585	97.8	31.10	24.90	54.90	31.1	30.1	Met Target
White	*	*	*	33.40	63.90	N	**	**
Hispanic	119	98.5	31.90	*	39.80	31.9	25.5	Met Target
Black or African American	452	97.5	30.60	24.60	35.20	30.6	31.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	10	100.0	50.00	45.00	80.70	50	**	**
American Indian or Alaska Native	*	*	*	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	275	97.8	42.50	31.40	62.20	42.5		
Male	310	97.8	21.00	18.60	48.10	21		
Economically Disadvantaged Students	441	97.2	29.30	24.60	36.20	29.3	29.6	Met Target†
Non-Economically Disadvantaged Students	144	99.4	36.90	25.80	65.80	36.9		
Students with Disabilities	76	100.0	11.80	*	20.50	11.8	10.8	Met Target
Students without Disabilities	509	97.5	34.00	*	61.90	34		
English Learners	83	97.3	20.50	15.20	25.20	20.5	7.3	Met Target
Non-English Learners	502	97.9	32.90	26.90	57.40	32.9		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	211	732	728	752	*	30%	35%	24%	*	25%	54%
White	N	N	N	758	N	N	N	N	N	N	63%
Hispanic	45	732	725	740	*	42%	24%	24%	*	27%	38%
Black or African American	160	732	729	736	*	26%	39%	23%	*	23%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	N	N	N	753	N	N	N	N	N	N	56%
Female	104	738	733	758	*	25%	35%	32%	*	34%	61%
Male	107	726	723	746	*	36%	36%	16%	*	16%	46%
Economically Disadvantaged Students	164	731	728	737	*	28%	37%	23%	*	24%	34%
Non-Economically Disadvantaged Students	47	734	729	761	*	38%	30%	26%	*	26%	65%
Students with Disabilities	28	707	703	722	*	*	*	*	*	11%	17%
Students without Disabilities	183	736	733	758	*	*	*	*	*	27%	61%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	226	736	730	756	17%	16%	30%	28%	8%	36%	59%
White	N	N	N	764	N	N	N	N	N	N	69%
Hispanic	48	735	732	742	21%	23%	*	29%	*	40%	44%
Black or African American	172	736	729	737	16%	15%	34%	28%	7%	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	101	747	738	764	*	*	27%	*	*	53%	68%
Male	125	727	722	749	*	*	33%	*	*	23%	51%
Economically Disadvantaged Students	167	734	729	739	*	*	31%	26%	*	34%	40%
Non-Economically Disadvantaged Students	59	741	733	766	*	*	27%	34%	*	42%	70%
Students with Disabilities	27	703	703	719	*	*	*	*	*	*	19%
Students without Disabilities	199	740	733	763	*	*	*	*	*	*	67%
English Learners	13	688	689	701	*	*	*	*	*	*	*
Non-English Learners	213	739	732	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	*	*	*	708	*	*	*	*	*	*	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	218	730	730	757	*	23%	32%	23%	*	26%	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	38	729	727	742	*	26%	34%	*	*	21%	44%
Black or African American	176	732	731	738	*	23%	32%	26%	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	101	738	738	766	*	*	32%	*	*	37%	68%
Male	117	723	722	749	*	*	32%	*	*	17%	50%
Economically Disadvantaged Students	157	728	728	739	*	*	31%	22%	*	24%	40%
Non-Economically Disadvantaged Students	61	736	733	766	*	*	34%	28%	*	33%	69%
Students with Disabilities	24	703	697	718	*	*	*	*	*	*	18%
Students without Disabilities	194	733	734	764	*	*	*	*	*	*	67%
English Learners	15	693	691	701	*	*	*	*	*	*	*
Non-English Learners	203	733	732	759	*	*	*	*	*	*	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	*	*	*	721	*	*	*	*	*	*	21%



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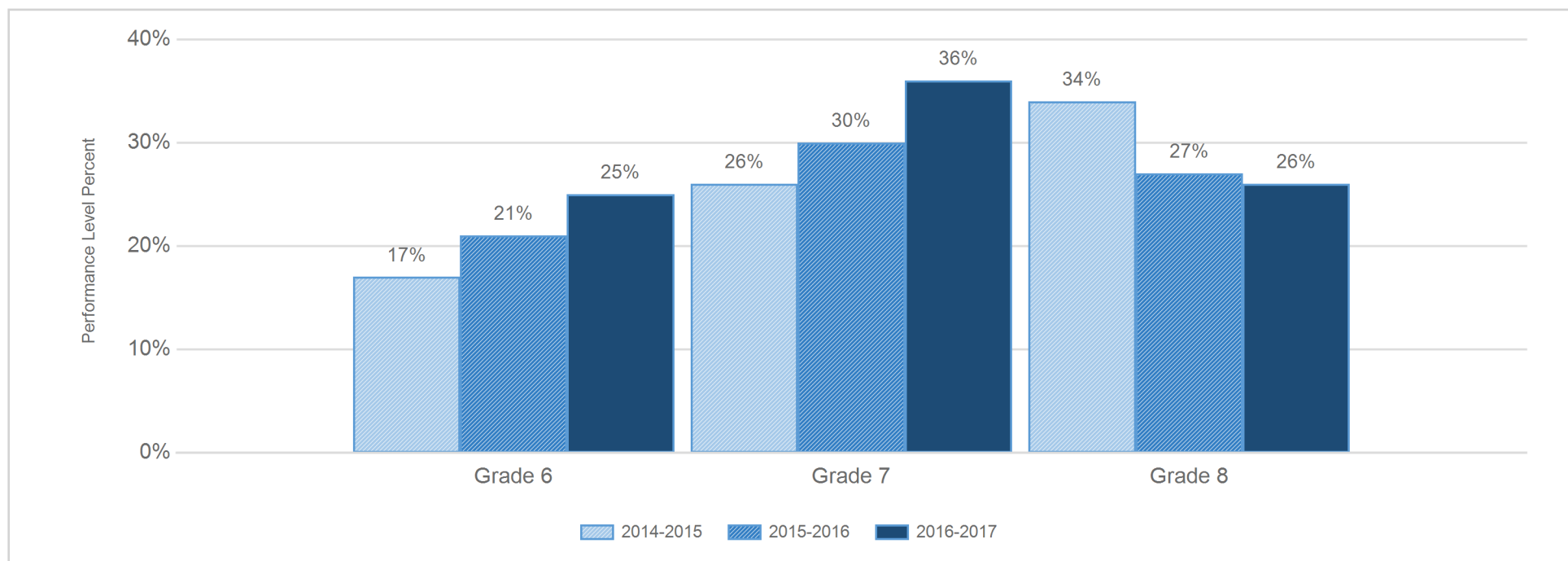
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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	596	97.7	12.10	11.90	43.50	12.1	16.6	Not Met
White	*	*	*	33.30	52.40	N	**	**
Hispanic	123	98.6	13.80	12.80	27.60	13.8	15.3	Met Target†
Black or African American	458	97.4	12.00	11.70	21.70	12	16.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	*	15.00	75.60	*	**	**
American Indian or Alaska Native	*	*	*	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	279	97.8	14.40	13.00	44.10	14.4		
Male	317	97.6	10.10	11.00	42.90	10.1		
Economically Disadvantaged Students	451	97.3	10.80	11.60	25.10	10.8	15.6	Not Met
Non-Economically Disadvantaged Students	145	98.9	15.90	13.10	54.30	15.9		
Students with Disabilities	76	100.0	*	*	16.50	*	6.3	Not Met
Students without Disabilities	520	97.4	*	*	48.80	*		
English Learners	97	99.3	*	*	23.30	*	N	N
Non-English Learners	499	97.3	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	11.10	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	216	717	714	743	25%	40%	24%	11%	0%	11%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	49	719	*	731	27%	33%	27%	*	*	14%	27%
Black or African American	161	716	714	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	106	718	715	745	*	*	*	*	*	*	45%
Male	110	715	713	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	166	716	714	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	50	717	714	752	*	*	*	*	*	*	56%
Students with Disabilities	28	701	700	717	*	*	*	*	*	*	13%
Students without Disabilities	188	719	716	748	*	*	*	*	*	*	50%
English Learners	14	682	691	710	*	*	*	*	*	*	*
Non-English Learners	202	719	716	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	N	N	N	708	N	N	N	N	N	N	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	231	719	719	741	23%	33%	33%	*	*	11%	40%
White	N	N	N	748	N	N	N	N	N	N	49%
Hispanic	50	720	719	730	24%	32%	34%	*	*	10%	23%
Black or African American	174	719	719	726	22%	35%	31%	12%	0%	12%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	104	723	722	743	*	*	*	*	*	*	41%
Male	127	716	716	740	*	*	*	*	*	*	38%
Economically Disadvantaged Students	172	718	719	729	25%	33%	31%	*	*	11%	22%
Non-Economically Disadvantaged Students	59	720	720	749	17%	36%	36%	*	*	12%	50%
Students with Disabilities	27	704	697	716	*	*	*	*	*	*	11%
Students without Disabilities	204	721	722	746	*	*	*	*	*	*	45%
English Learners	20	689	693	712	*	*	*	*	*	*	*
Non-English Learners	211	722	721	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	171	703	705	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	*	*	*	721	*	*	*	*	*	*	21%
Black or African American	133	703	706	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	69	701	706	730	*	*	*	*	*	*	30%
Male	102	704	705	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	128	702	705	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	43	704	706	734	*	*	*	*	*	*	34%
Students with Disabilities	23	676	683	705	*	*	*	*	*	*	*
Students without Disabilities	148	707	709	734	*	*	*	*	*	*	*
English Learners	25	692	690	703	*	*	*	*	*	*	*
Non-English Learners	146	704	708	729	*	*	*	*	*	*	*
Homeless Students	N	N	N	710	N	N	N	N	N	N	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	*	*	*	713	*	*	*	*	*	*	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	740	712	743	*	21%	47%	30%	*	30%	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	51	739	713	724	*	22%	49%	28%	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	33	739	717	744	*	*	49%	*	0%	30%	43%
Male	24	742	709	741	*	*	46%	*	0%	29%	40%
Economically Disadvantaged Students	35	737	711	727	*	*	46%	*	0%	29%	23%
Non-Economically Disadvantaged Students	22	745	715	751	*	*	50%	*	0%	32%	52%
Students with Disabilities	*	*	*	714	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	747	*	*	*	*	*	*	47%
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	57	740	*	745	*	21%	47%	30%	*	30%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

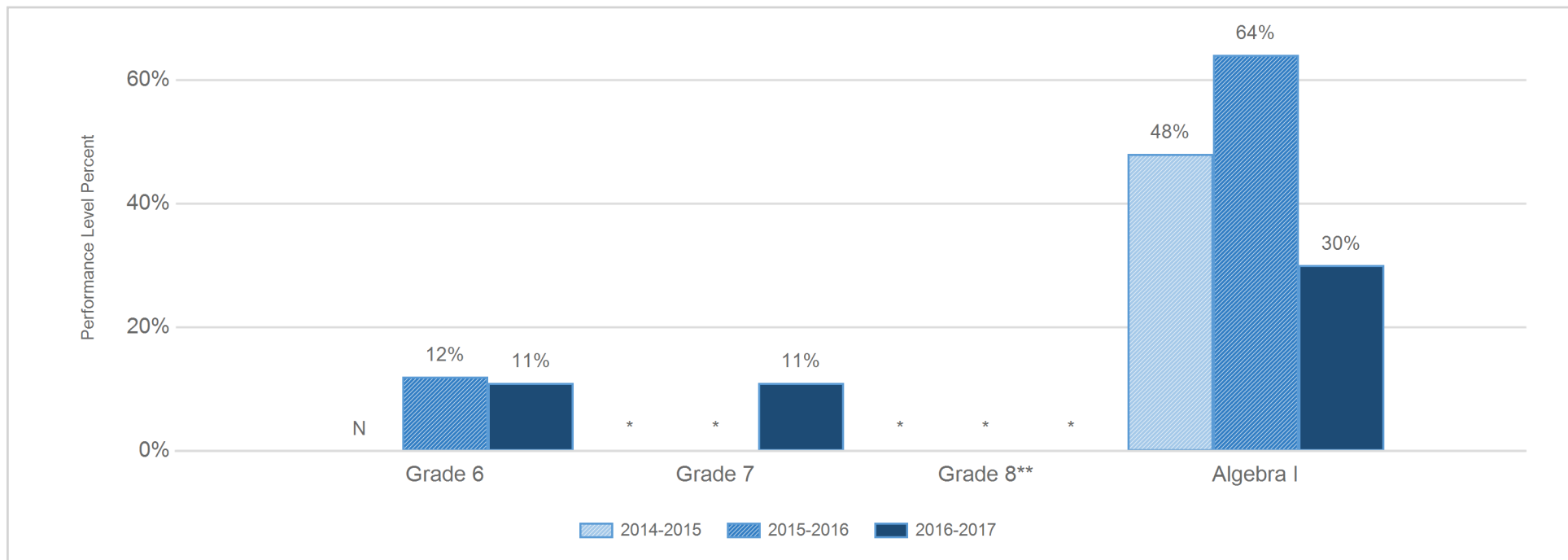


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

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. The table also shows 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
1	22	*	*
2	18	*	*
3	*	*	*
4	*	*	*
5+	*	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

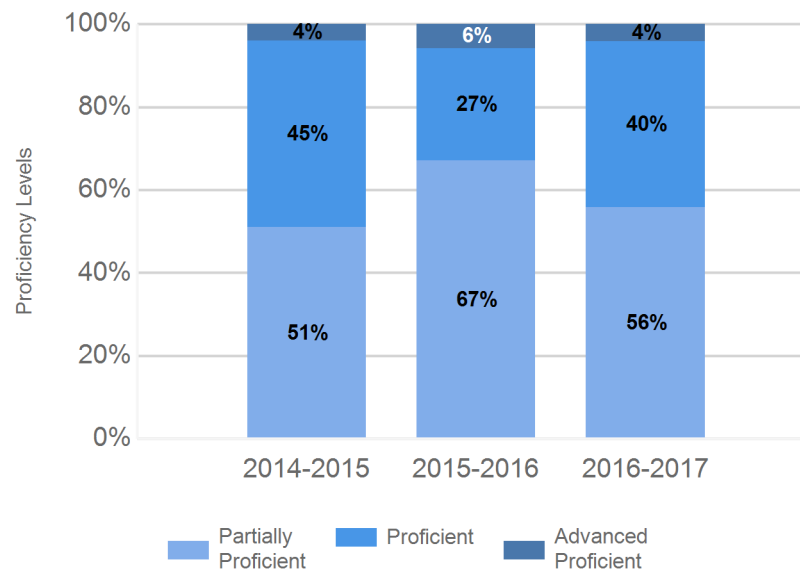
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	4%	40%	56%
White	N	N	N
Hispanic	8%	33%	59%
Black or African American	3%	42%	54%
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	*
Economically Disadvantaged Students	4%	39%	57%
Students with Disabilities	5%	10%	86%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	52	47	50	Met Target	46	36	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	61	56	49	Exceeds Target	53	37	47	Met Target
Black or African American	50	46	45	Met Target	44.5	36	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	44	60	**	*	23.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	52	47	47	Met Target	45.5	36	46	Met Target
Students with Disabilities	47	40	41	Met Target	26	30	43	Not Met
English Learners	57	50.5	53	Met Target	40	31.5	51	Met Target

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

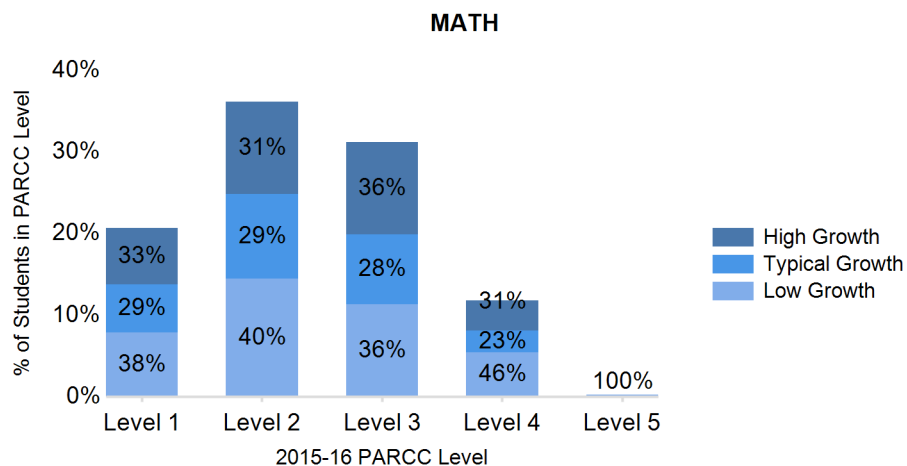
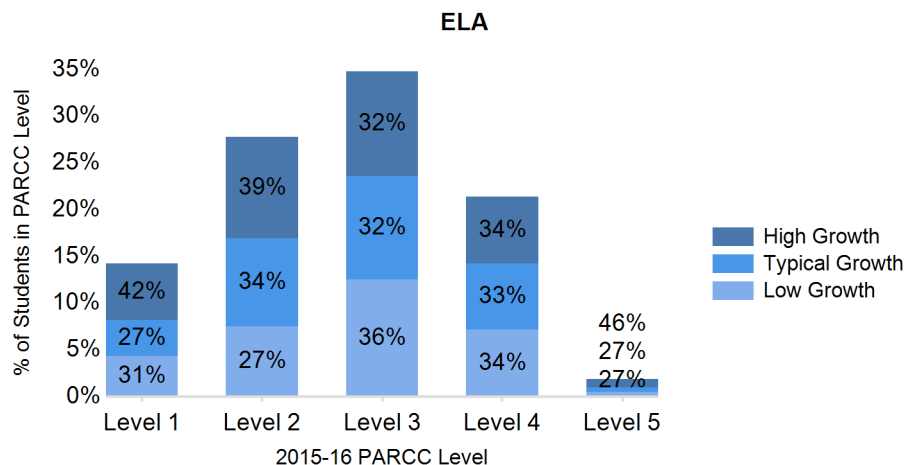
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

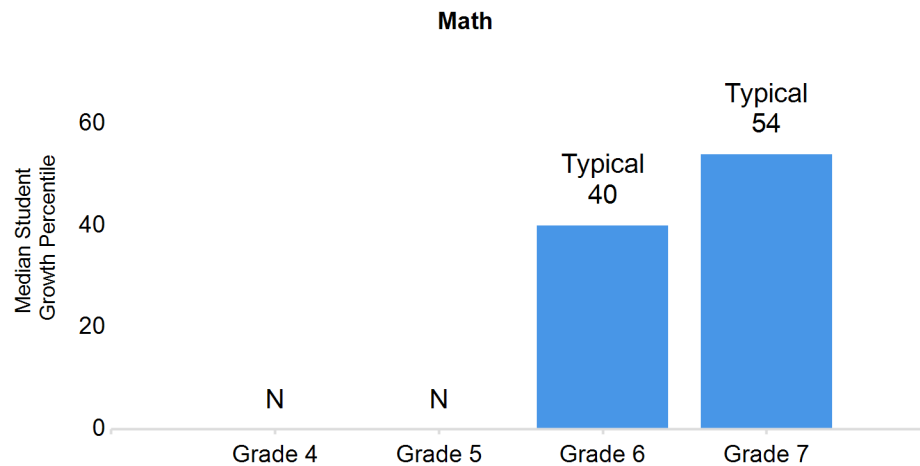
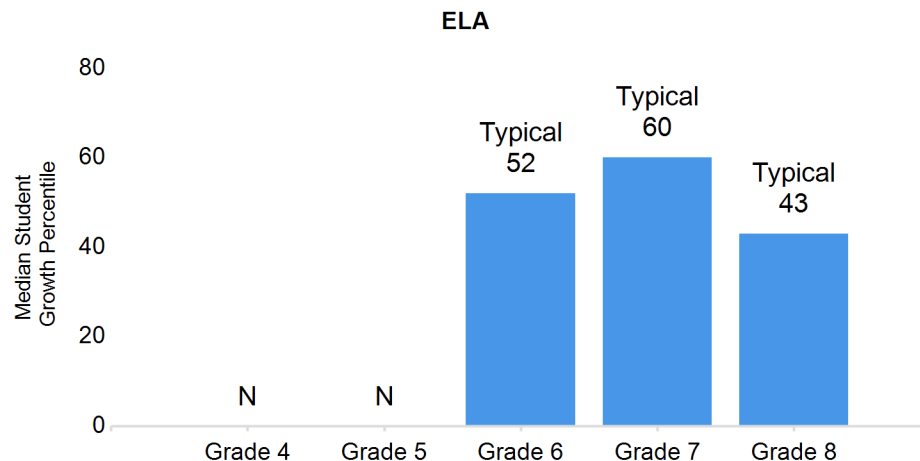
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	222
7	0	0	232
8	57	0	169
Schoolwide	57	0	623

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	162	54	0	0	0	0	0
7	153	75	0	0	0	0	0
8	156	65	0	0	0	0	0
Schoolwide	471	194	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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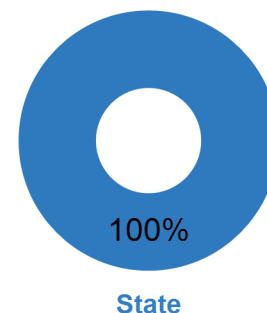
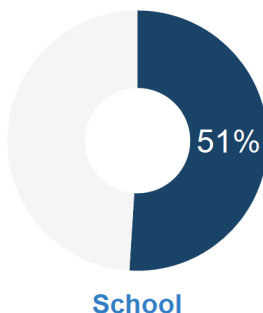
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Visual and Performing Arts – Course Participation

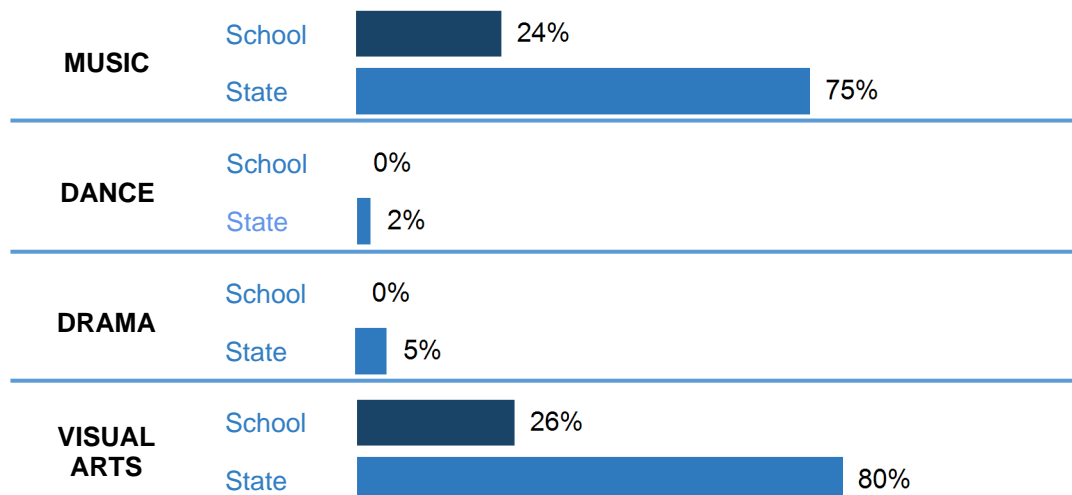
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

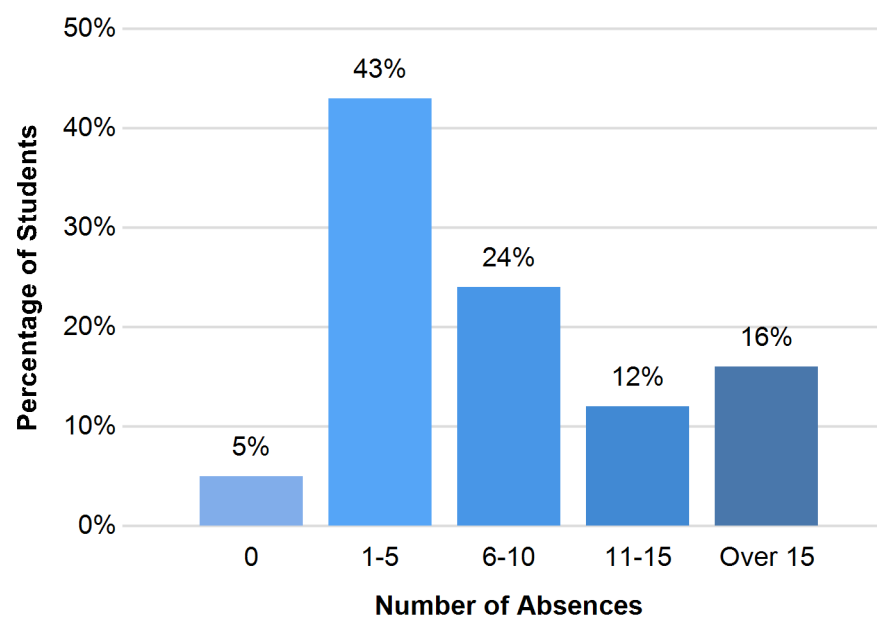
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	13.80	8.70	Not Met
White	N	**	**
Hispanic	11.40	8.70	Not Met
Black or African American	14.60	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	14.70	8.70	Not Met
Students with Disabilities	23.50	8.70	Not Met
English Learners	5.70	8.70	Met Target

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** ESSA accountability targets are only included if data is available for at least 20 students.

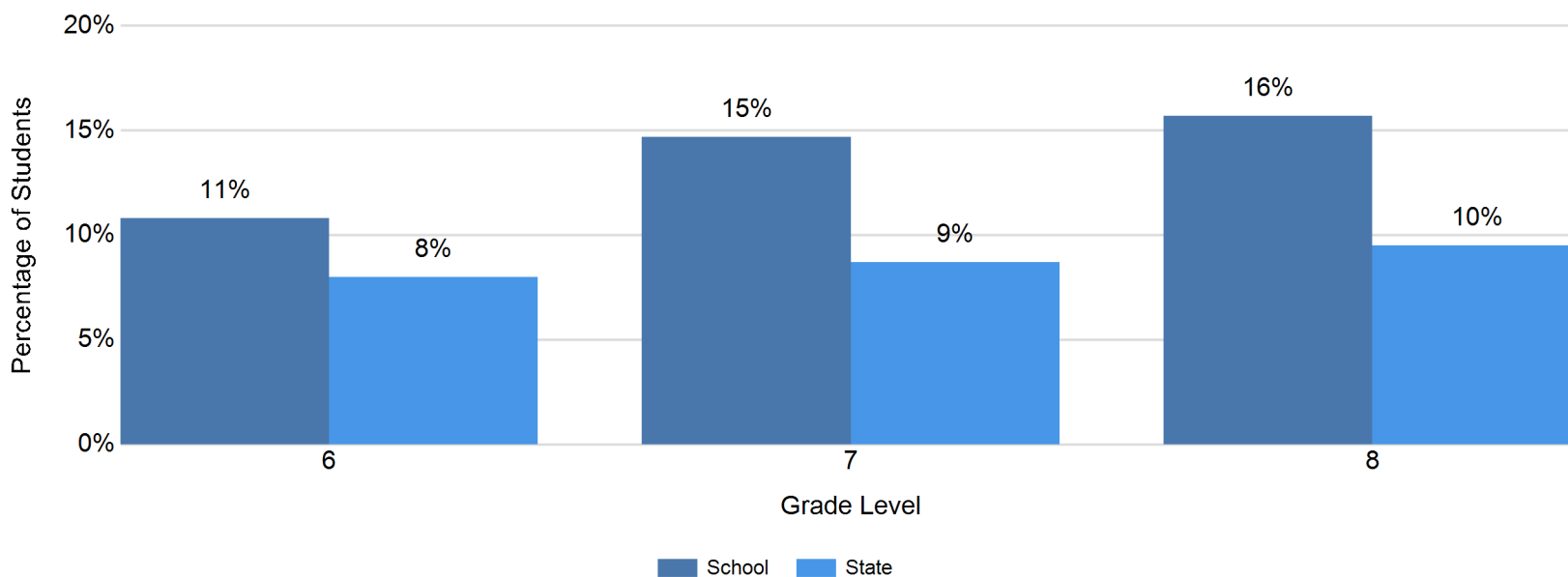


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:20AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs. 39 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	10
Vandalism	4
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.35

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	15.4%
Out-of-School Suspensions	11.9%
Any Suspension	20.4%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.1:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	57	120,724
Average years experience in public schools	8.0	11.8
Average years experience in district	7.1	10.5
Teachers in district for 4 or more years	65%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	227:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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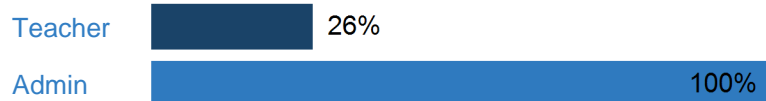
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	14.7	17.5%
Mathematics Proficiency	4.5	17.5%
English Language Arts Growth	63.9	25.0%
Mathematics Growth	33.8	25.0%
Chronic Absenteeism	17.1	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		30.3
Summative Rating: Percentile rank of Summative Score		20.1
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	30.3	11.9	No	Met Target	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	49.2	11.9	No	Met Target	Met Target†	Not Met	Exceeds Target	Met Target	No
Black or African American	46.8	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	38.0	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	26.1	11.9	No	Met Target	Not Met	Not Met	Met Target	Not Met	No
English Learners	39.0	11.9	No	Met Target	N	Met Target	Met Target	Met Target	No

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† Target was met within a confidence interval.



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School General Info

Principal:	Mr. Pierre	Email Address:	mpierre@irvington.k12.nj.us
Address:	427 UNION AVE IRVINGTON, NJ 07111-2811	Website:	https://irvington.k12.nj.us/schools/union-avenue-middle/
Phone:	(973)399-6885	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Union Avenue Middle School teachers lead the school district in earning high mSGP scores from the PARCC Assessment. • An annual Multicultural Night Celebration, which highlights the many cultures represented in our school. • An annual Health Fair facilitated by health professionals who provide services to parents and the community.
 <p>Mission, Vision, Theme:</p>	<p>Union Avenue Middle School respects the diversity of its student population and is dedicated to the importance of developing our students into responsible citizens. We will provide each student with an academically challenging program that enhances creativity, implements the use of technology, and encourages the use of critical thinking and problem solving skills. To support this vision, we will also ensure a safe instructional environment to promote lifelong learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Union Avenue Middle School is the home of winners of the District’s Multicultural Essay Contest, Martin Luther King Jr. Essay Contest, and Spelling Bee. In addition to the aforementioned district competitions, Union Avenue students have won the following county-level competitions: Law Day Debate Contest and Essex County Pride Essay Contest. A staff member has received the highest Median Student Growth Percentile (mSGP) in the District for two consecutive years.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The instructional plan at Union Avenue is aligned to the New Jersey Student Learning Standards. The school has an Intellectually Gifted program, Magnet Music and Art program, and Algebra for 8th grade students. In addition, the school offers computer classes, French and Spanish, Social Studies, Math, Science, English/Language Arts, Physical Education, and English as a Second Language. Union Avenue Middle has an after school reading program and enrichment classes in Math and Language Arts.</p>
 <p>Clubs and Activities:</p>	<p>Union Avenue Middle School offers the following clubs and activities: Computer, Soccer, Newsletter, Young Ladies, National Junior Honor Society, Student Council, Student Activities, Cheerleading, and Basketball. Union Avenue participates in a middle school athletic program in which students compete with other local middle school teams in the following sports: Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball, Softball, Baseball, and Wrestling.</p>
 <p>Before and After School Programs:</p>	<p>The school offers a Saturday Academy program that provides assistance with homework, basic skills, and advanced skills based on individual student needs. The program is designed to provide individualized instruction to students and monitor their progress through benchmark assessment. An After School Enrichment program is also offered to improve reading comprehension/fluency and problem solving skills. Teachers are required to maintain progress data for each student.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>The Wellness Committee meets monthly to discuss health related issues. The school held a Breast Cancer/Colon Cancer Walk and a food and clothing drive for community members in need. The school population wore the color red in celebration of the American Heart Association Day and offered screenings for blood pressure, weight and blood glucose. Childsight provided eye exams and distributed 89 pairs of glasses to students. The school presented a Community Health Fair in April.</p>
 <p>Parent and Community Involvement:</p>	<p>Union Avenue Middle has an active PTA and a Parent Academy. Both parental groups meet monthly to organize events and programs. The school operates a Parent Portal, which parents can access online with a password. Parents are also able to communicate with staff members via Class Dojo and emails. The school has partnerships with community organizations such as LLC Laboratory, JA BizTown, and the New Jersey Devils. These organizations sponsor field trips and experiential learning experiences.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>An annual School Climate Survey is completed by students, families, and staff. The goal is to have at least 25% participation from parents and guardians and 100% participation rate from students and staff. The results are shared with all stakeholders at PTA and faculty meetings as well as student assemblies. Overall, there is a favorable rating for the climate and culture of the school. Parents and students are satisfied with the work of teachers and are supportive of the school's program.</p>
 <p>Facilities:</p>	<p>Union Avenue Middle School has three computer laboratories and all classrooms are equipped with Smart Boards or Clear Touch Panels. The school has 25 Chromebook Carts, which are used to infuse technology into daily instruction and provide students with authentic learning experiences. New partitions have been installed in all student bathrooms and there is air conditioning in the new wing of the building. Lighting upgrades have been made to classrooms and hallways.</p>



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School Narrative

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Other Information:

Union Avenue Middle School's (UAMS) mission supports the implementation of long-range goals that will increase academic achievement, provide rigor in the curriculum and increase parental and community participation. With that said, our school has a parental involvement policy, which is posted on our website. We also encourage the participation of parents in our School Leadership Council. Comprehensive professional development is provided to assist teachers in improving the learning potential of all students. Union Avenue Middle focuses on delivering quality instruction to all scholars. Teachers have received professional development on Kagan, Higher Order Questions, Differentiated Instruction, and Sheltered Instruction Observation Protocol strategies. Teachers pursue professional development opportunities, and they also prepare and present workshops on various topics. As per Maslow's Hierarchy of Needs, schools must provide a safe, clean and nurturing environment for scholars. In addition to academic growth, we are devoted to developing the socio-emotional growth of scholars. The Positive Behavior Support in School (PBSIS) committee highlights positive behavior in morning announcements, assemblies, and the delivery of PBSIS lessons in the classrooms. Scholars are recognized for attendance, academic achievement and citizenship via a monthly assembly with prizes, class parties, and certificates. There is a school store in which scholars exchange positive behavior coupons for prizes. In addition to the clubs and teams, the school is also proud to offer a variety of after school trips such as skating, bowling, Funplex and miniature golf. There are annual grade level trips to museums, theaters, Washington D.C. and other venues as well as a field day for all three grade levels. UAMS provides all students a safe and fun environment that is conducive to learning. We are committed to ensuring that our students are college and career ready and lifelong learners.



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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school's test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.

- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
6	216	215	209
7	201	194	223
8	184	185	203
Ungraded	39	34	28
Total	640	628	663

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	2014-15	2015-16	2016-17
Female	48%	46%	48%
Male	53%	54%	52%
Economically Disadvantaged Students	86%	83%	76%
Students with Disabilities	13%	12%	11%
English Learners	6%	10%	11%
Homeless Students			1%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			1%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	81.4%
Hispanic	17.5%
Asian	0.6%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
<i>Two or More Races</i>	0.5%

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. All other students are included in Other Languages.

Home Language	% of Students
English	69.2%
Spanish	13.6%
Haitian	7.7%
Twi	1.8%
Creoles and pidgins, French-based	1.5%
<i>Other</i>	6.5%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	570	96.3	23.70	24.90	54.90	23.7	27.8	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	95	97.2	23.20	*	39.80	23.2	25.1	Met Target†
Black or African American	466	96.1	23.60	24.60	35.20	23.6	28.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	270	97.8	32.60	31.40	62.20	32.6		
Male	300	95.0	15.70	18.60	48.10	15.7		
Economically Disadvantaged Students	443	96.2	23.90	24.60	36.20	23.9	26.7	Met Target†
Non-Economically Disadvantaged Students	127	96.7	22.80	25.80	65.80	22.8		
Students with Disabilities	81	91.3	*	*	20.50	*	N	N
Students without Disabilities	489	97.2	*	*	61.90	*		
English Learners	86	98.0	12.80	15.20	25.20	12.8	14.7	Met Target†
Non-English Learners	484	96.0	25.60	26.90	57.40	25.6		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† Target was met within a confidence interval.



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English Language Arts/Literacy Assessment - Performance by Grade: Grade 6

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	212	725	728	752	21%	29%	32%	18%	0%	18%	54%
White	*	*	*	758	*	*	*	*	*	*	63%
Hispanic	34	716	725	740	29%	41%	*	*	0%	15%	38%
Black or African American	175	726	729	736	19%	27%	35%	19%	0%	19%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	81%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	52%
Two or More Races	*	*	*	753	*	*	*	*	*	*	56%
Female	108	729	733	758	19%	25%	34%	22%	0%	22%	61%
Male	104	721	723	746	23%	34%	29%	14%	0%	14%	46%
Economically Disadvantaged Students	175	725	728	737	*	*	30%	*	0%	19%	34%
Non-Economically Disadvantaged Students	37	724	729	761	*	*	38%	*	0%	16%	65%
Students with Disabilities	31	698	703	722	*	*	*	*	*	*	17%
Students without Disabilities	181	729	733	758	*	*	*	*	*	*	61%
English Learners	15	698	*	710	*	*	*	*	*	*	*
Non-English Learners	197	727	*	753	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	55%
Migrant Students	N	N	N	722	N	N	N	N	N	N	20%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	228	724	730	756	25%	25%	27%	*	*	22%	59%
White	*	*	*	764	*	*	*	*	*	*	69%
Hispanic	33	728	732	742	*	*	30%	*	*	24%	44%
Black or African American	191	722	729	737	26%	26%	27%	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	784	*	*	*	*	*	*	85%
American Indian or Alaska Native	N	N	N	755	N	N	N	N	N	N	59%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	113	730	738	764	*	*	27%	*	*	32%	68%
Male	115	717	722	749	*	*	27%	*	*	12%	51%
Economically Disadvantaged Students	171	723	729	739	26%	25%	29%	*	*	21%	40%
Non-Economically Disadvantaged Students	57	725	733	766	25%	28%	23%	*	*	25%	70%
Students with Disabilities	29	704	703	719	*	*	*	*	*	*	19%
Students without Disabilities	199	726	733	763	*	*	*	*	*	*	67%
English Learners	12	690	689	701	*	*	*	*	*	*	*
Non-English Learners	216	725	732	758	*	*	*	*	*	*	*
Homeless Students	*	*	*	731	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	64%
Migrant Students	N	N	N	708	N	N	N	N	N	N	15%



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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	207	729	730	757	*	23%	27%	27%	*	29%	59%
White	N	N	N	764	N	N	N	N	N	N	68%
Hispanic	36	725	727	742	31%	*	*	*	*	25%	44%
Black or African American	167	731	731	738	*	24%	27%	29%	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	786	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	52%
Two or More Races	*	*	*	758	*	*	*	*	*	*	60%
Female	91	739	738	766	*	18%	28%	*	*	41%	68%
Male	116	722	722	749	*	28%	26%	*	*	20%	50%
Economically Disadvantaged Students	154	729	728	739	*	*	26%	29%	*	30%	40%
Non-Economically Disadvantaged Students	53	730	733	766	*	*	28%	23%	*	26%	69%
Students with Disabilities	26	692	697	718	*	*	*	*	*	*	18%
Students without Disabilities	181	734	734	764	*	*	*	*	*	*	67%
English Learners	14	689	691	701	*	*	*	*	*	*	*
Non-English Learners	193	732	732	759	*	*	*	*	*	*	*
Homeless Students	*	*	*	727	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	61%
Migrant Students	N	N	N	721	N	N	N	N	N	N	21%

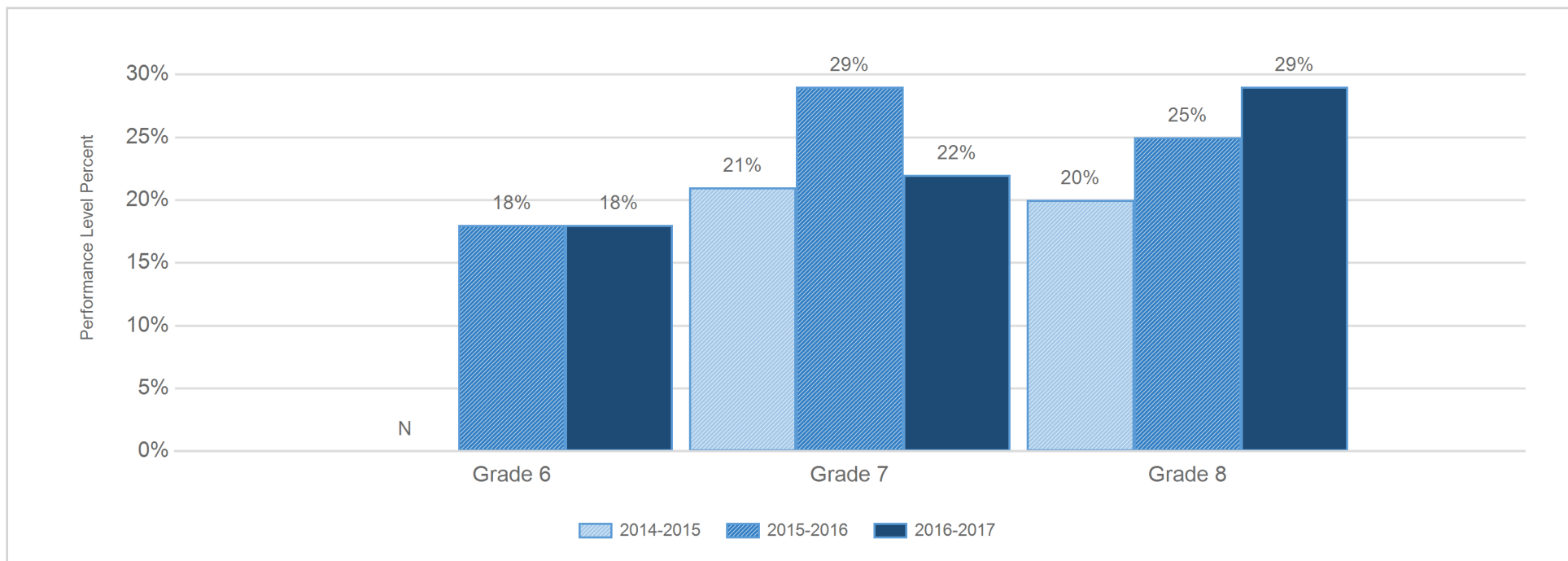


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations 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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	578	96.2	13.10	11.90	43.50	13.1	17.7	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	100	98.3	12.00	12.80	27.60	12	16.9	Met Target†
Black or African American	469	95.7	13.00	11.70	21.70	13	17.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	275	97.6	12.80	13.00	44.10	12.8		
Male	303	94.9	13.50	11.00	42.90	13.5		
Economically Disadvantaged Students	447	95.8	12.00	11.60	25.10	12	16.9	Not Met
Non-Economically Disadvantaged Students	131	97.5	16.80	13.10	54.30	16.8		
Students with Disabilities	80	90.4	*	*	16.50	*	N	N
Students without Disabilities	498	97.2	*	*	48.80	*		
English Learners	97	99.2	*	*	23.30	*	14.7	Not Met
Non-English Learners	481	95.5	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	11.10	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	222	712	714	743	*	*	*	*	*	*	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	184	713	714	724	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	112	713	715	745	*	*	*	*	*	*	45%
Male	110	710	713	742	*	*	*	*	*	*	43%
Economically Disadvantaged Students	180	712	714	728	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	42	710	714	752	*	*	*	*	*	*	56%
Students with Disabilities	31	699	700	717	*	*	*	*	*	*	13%
Students without Disabilities	191	714	716	748	*	*	*	*	*	*	50%
English Learners	25	697	691	710	*	*	*	*	*	*	*
Non-English Learners	197	714	716	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	719	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	40%
Migrant Students	*	*	*	708	*	*	*	*	*	*	13%

**Grade 6 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	234	719	719	741	24%	30%	32%	*	*	14%	40%
White	*	*	*	748	*	*	*	*	*	*	49%
Hispanic	37	718	719	730	32%	*	27%	*	0%	19%	23%
Black or African American	193	719	719	726	22%	32%	33%	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	764	*	*	*	*	*	*	72%
American Indian or Alaska Native	N	N	N	741	N	N	N	N	N	N	45%
Two or More Races	*	*	*	740	*	*	*	*	*	*	39%
Female	116	722	722	743	21%	29%	35%	*	*	15%	41%
Male	118	717	716	740	26%	31%	29%	*	*	14%	38%
Economically Disadvantaged Students	176	719	719	729	*	28%	33%	*	*	13%	22%
Non-Economically Disadvantaged Students	58	721	720	749	*	38%	29%	*	*	17%	50%
Students with Disabilities	30	690	697	716	*	*	*	*	*	*	11%
Students without Disabilities	204	724	722	746	*	*	*	*	*	*	45%
English Learners	18	697	693	712	*	*	*	*	*	*	*
Non-English Learners	216	721	721	742	*	*	*	*	*	*	*
Homeless Students	*	*	*	722	*	*	*	*	*	*	15%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	43%
Migrant Students	N	N	N	708	N	N	N	N	N	N	*

**Grade 7 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	177	707	705	728	*	*	*	*	*	*	28%
White	N	N	N	736	N	N	N	N	N	N	35%
Hispanic	38	703	*	721	*	*	*	*	*	*	21%
Black or African American	136	709	706	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	728	N	N	N	N	N	N	28%
Two or More Races	*	*	*	726	*	*	*	*	*	*	28%
Female	74	710	706	730	*	*	*	*	*	*	30%
Male	103	705	705	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	133	707	705	719	*	*	*	*	*	*	19%
Non-Economically Disadvantaged Students	44	708	706	734	*	*	*	*	*	*	34%
Students with Disabilities	25	689	683	705	*	*	*	*	*	*	*
Students without Disabilities	152	710	709	734	*	*	*	*	*	*	*
English Learners	24	687	690	703	*	*	*	*	*	*	*
Non-English Learners	153	710	708	729	*	*	*	*	*	*	*
Homeless Students	*	*	*	710	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	705	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	733	N	N	N	N	N	N	35%
Migrant Students	N	N	N	713	N	N	N	N	N	N	*

**Grade 8 does not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	38	747	712	743	*	*	55%	40%	*	40%	42%
White	N	N	N	751	N	N	N	N	N	N	52%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	30	746	713	724	*	*	53%	40%	*	40%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	30%
Two or More Races	N	N	N	741	N	N	N	N	N	N	41%
Female	20	745	717	744	0%	*	*	*	0%	25%	43%
Male	18	749	709	741	0%	*	*	*	0%	56%	40%
Economically Disadvantaged Students	25	746	711	727	0%	*	*	*	0%	36%	23%
Non-Economically Disadvantaged Students	13	747	715	751	0%	*	*	*	0%	46%	52%
Students with Disabilities	N	N	N	714	N	N	N	N	N	N	10%
Students without Disabilities	38	747	*	747	*	*	55%	40%	*	40%	47%
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	37%
Migrant Students	N	N	N	715	N	N	N	N	N	N	21%

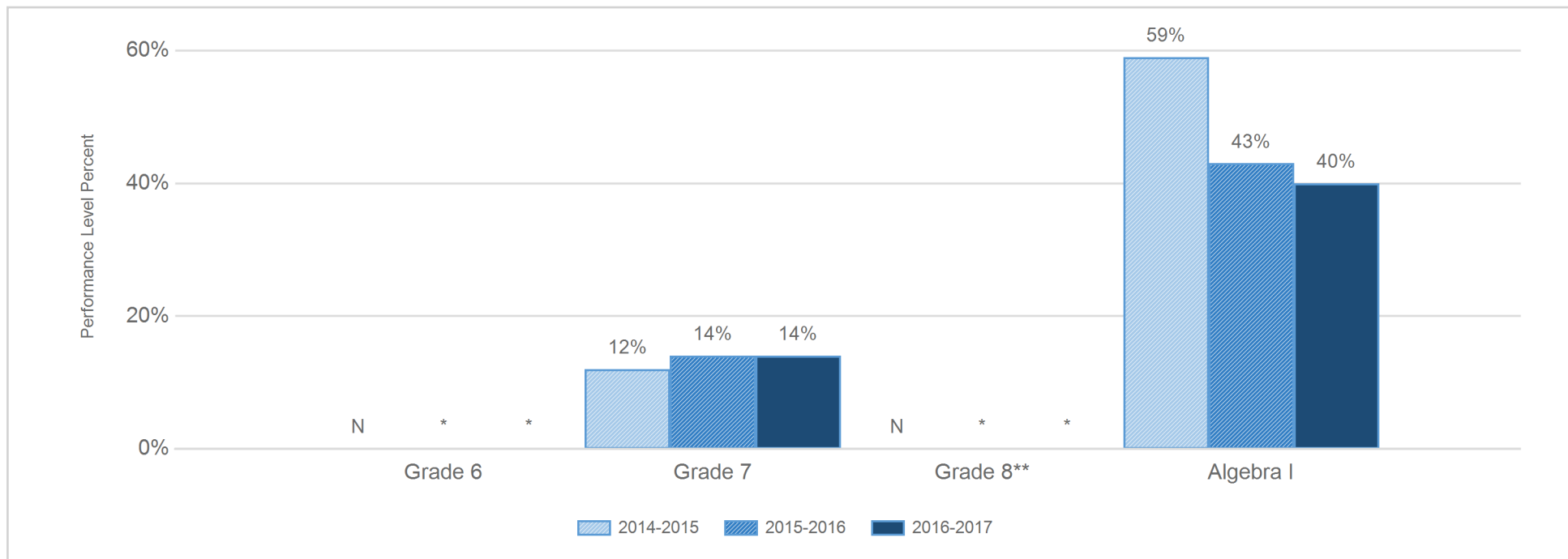


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



**Grades 6-8 do not include students who took the Algebra I, Geometry, or Algebra II end of course tests.



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Alternate Assessments - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

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. The table also shows 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
1	25	*	*
2	14	*	*
3	11	*	*
4	*	*	*
5+	11	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

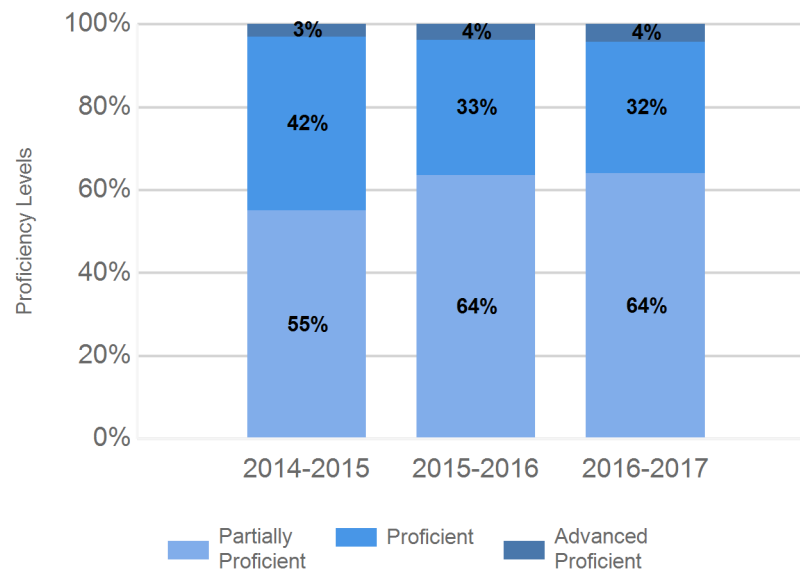
NJASK Science Assessment Performance: Grade 8

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	27%	47%	27%
Schoolwide	4%	32%	64%
White	N	N	N
Hispanic	5%	*	*
Black or African American	4%	32%	64%
Asian, Native Hawaiian, or Pacific Islander	N	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	4%	29%	67%
Students with Disabilities	N	*	*
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 8

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here:

<http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	47	47	50	Met Target	42.5	36	50	Met Target
White	N	N	N	N	N	N	N	N
Hispanic	47.5	56	49	Met Target	37.5	37	47	Not Met
Black or African American	47	46	45	Met Target	44	36	43	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	44	60	**	*	23.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	47	47	47	Met Target	42	36	46	Met Target
Students with Disabilities	47	40	41	Met Target	28.5	30	43	Not Met
English Learners	45	50.5	53	Met Target	35	31.5	51	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.



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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 the prior year.

A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

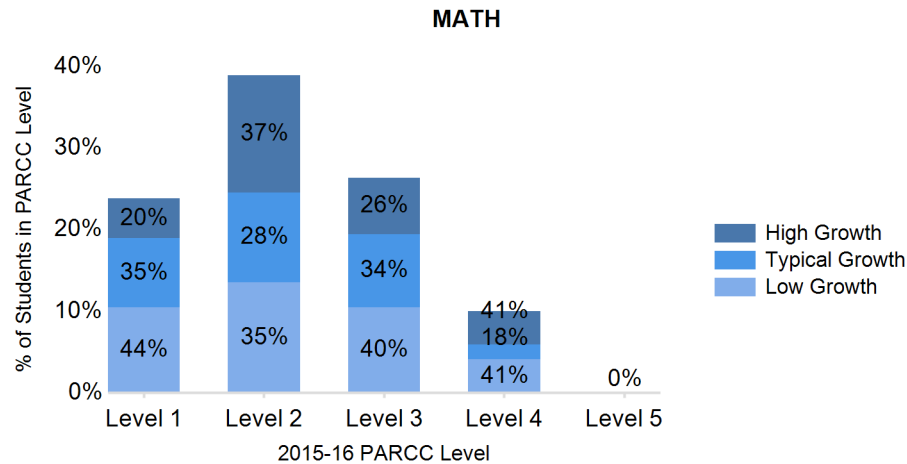
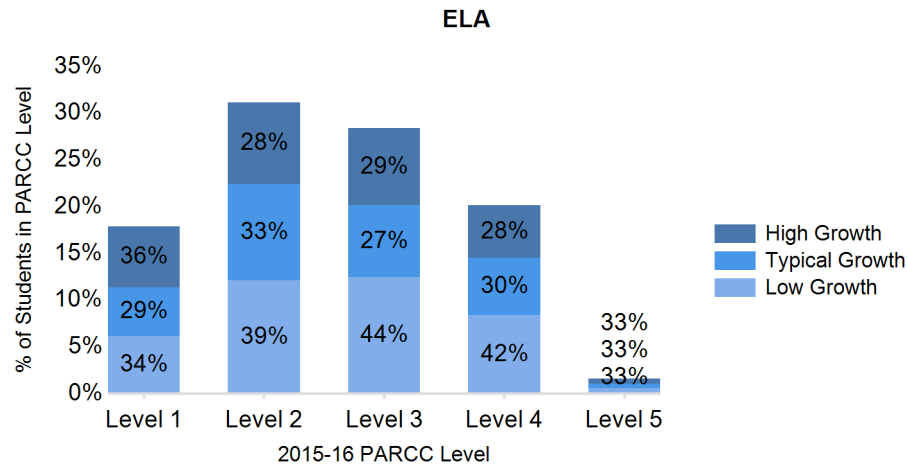
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

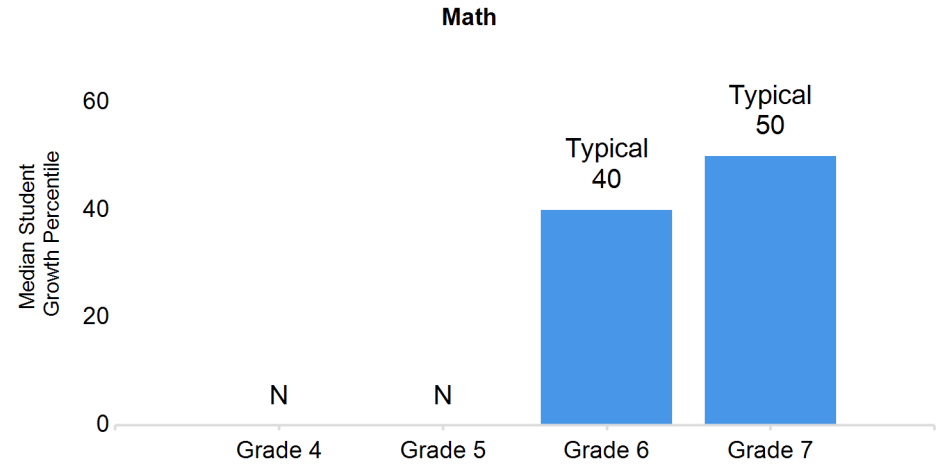
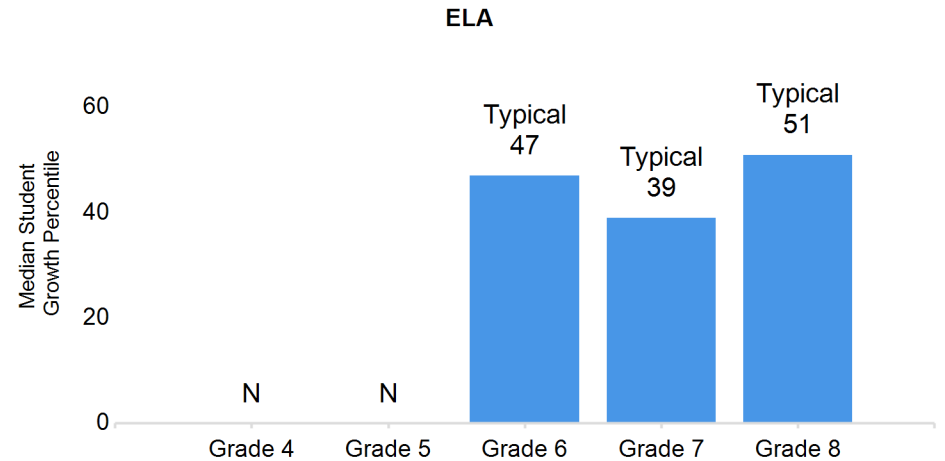
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows the types of courses that students were enrolled in by grade level for the 2016-17 school year. You can find more information about [New Jersey Student Learning Standards](#) on our website and more details about the data in this section in our [Reference Guide](#).

Mathematics - Course Participation

This table shows the number of students by grade that were enrolled in **Mathematics** courses by subject area. Students are counted more than once if they are enrolled in more than one math course. Students counted in the other math category may be enrolled in grade level math courses, intervention courses, or other advanced math courses.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	223
7	0	0	228
8	38	0	170
Schoolwide	38	0	621

World Languages - Course Participation

This table shows the number of students by grade that were enrolled in **World Languages** courses by language. Students are counted more than once if they are enrolled in more than one language course. The bottom row of the table shows students enrolled in a level 3 or higher language course (such as French III or IV).

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	146	70	0	0	0	0	0
7	122	102	0	0	0	0	0
8	132	62	0	0	0	0	0
Schoolwide	400	234	0	0	0	0	0
Enrolled in Level 3 or Higher	N	N	N	N	N	N	N



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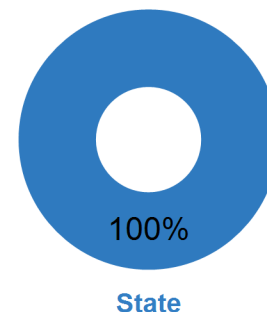
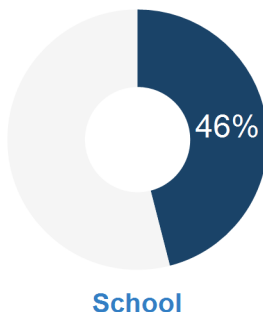
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Visual and Performing Arts – Course Participation

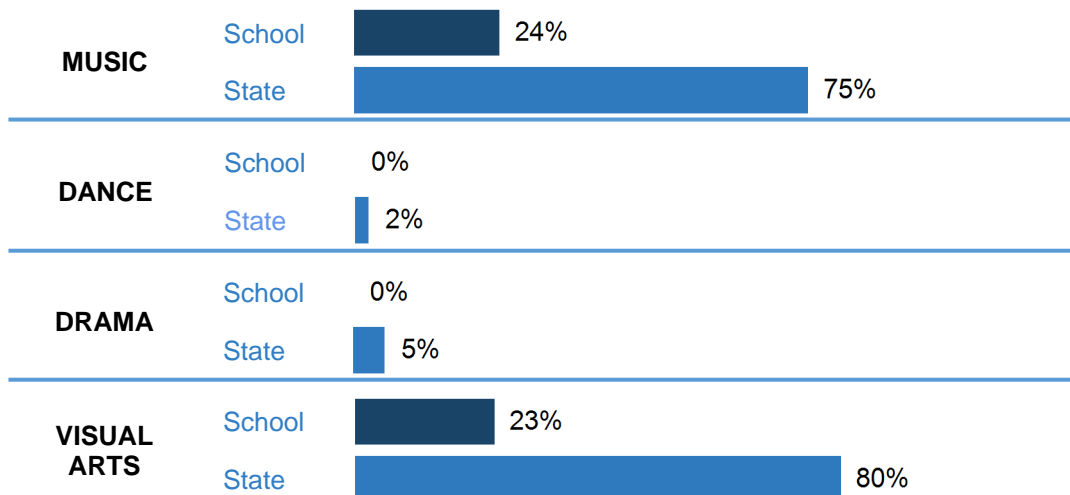
The top graphs below show the percentages of students that were enrolled in any **Visual and Performing Arts** classes within the school and across the state. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines within the school and across the state.

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

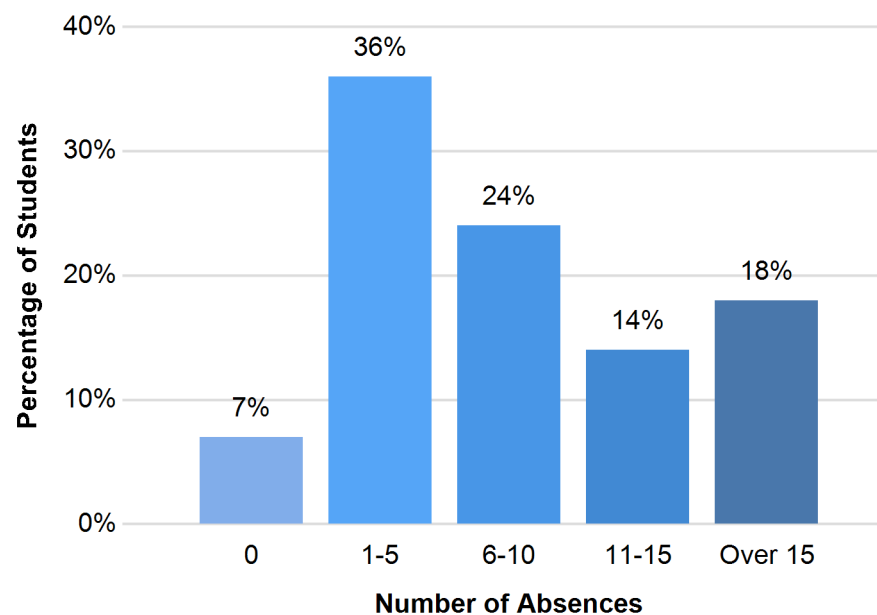
Chronic Absenteeism

This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	16.40	8.70	Not Met
White	N	**	**
Hispanic	16.20	8.70	Not Met
Black or African American	16.30	8.70	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	15.40	8.70	Not Met
Students with Disabilities	34.10	8.70	Not Met
English Learners	6.90	8.70	Met Target

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



** ESSA accountability targets are only included if data is available for at least 20 students.

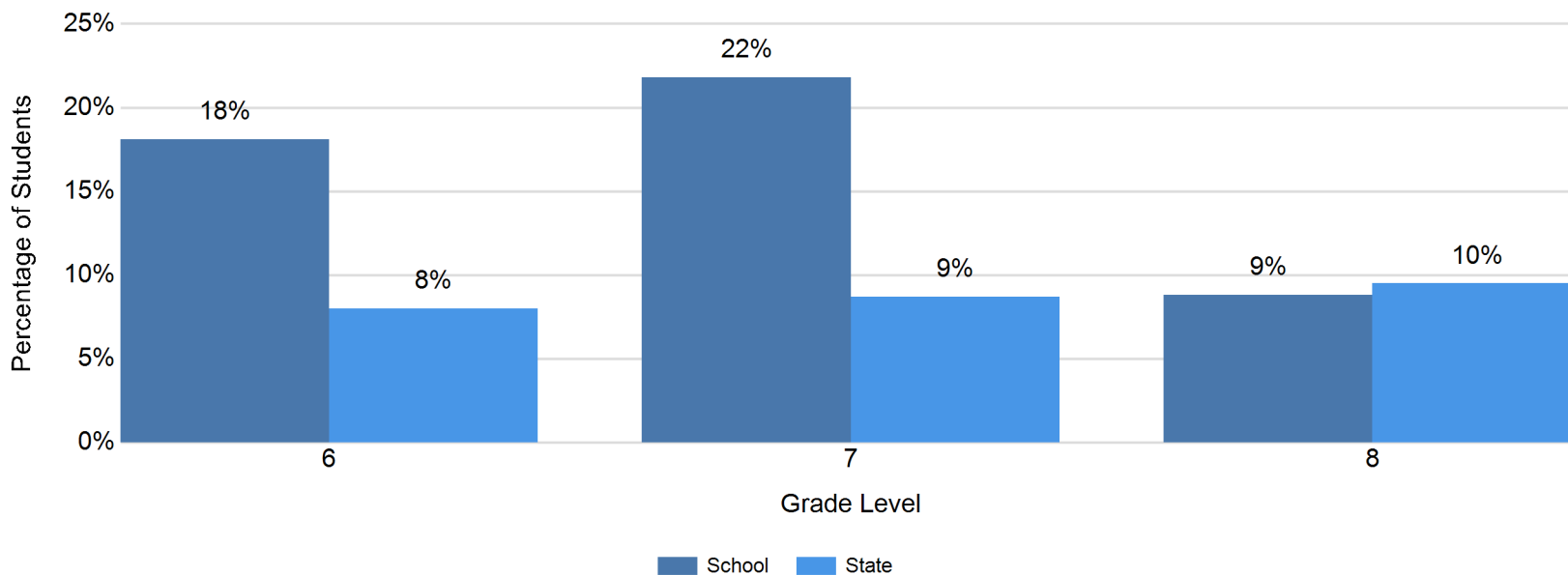


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 39 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	7
Vandalism	0
Weapons	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.51

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	4.5%
Out-of-School Suspensions	22.2%
Any Suspension	23.2%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school's technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school's LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	1.2:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	56	120,724
Average years experience in public schools	7.9	11.8
Average years experience in district	6.6	10.5
Teachers in district for 4 or more years	57%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	12:1	14:1
Administrators	663:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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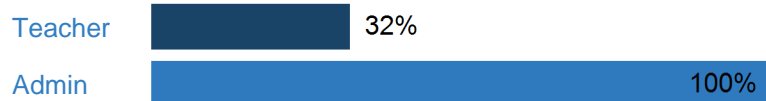
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	97%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	7.6	17.5%
Mathematics Proficiency	5.1	17.5%
English Language Arts Growth	41.7	25.0%
Mathematics Growth	21.2	25.0%
Chronic Absenteeism	9.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		19.4
Summative Rating: Percentile rank of Summative Score		8.9
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	19.4	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
White	**	**	No	**	**	**	**	**	No
Hispanic	21.3	11.9	No	Met Target†	Met Target†	Not Met	Met Target	Not Met	No
Black or African American	40.5	11.9	No	Not Met	Not Met	Not Met	Met Target	Met Target	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	28.6	11.9	No	Met Target†	Not Met	Not Met	Met Target	Met Target	No
Students with Disabilities	21.6	11.9	No	N	N	Not Met	Met Target	Not Met	No
English Learners	23.4	11.9	No	Met Target†	Not Met	Met Target	Met Target	Not Met	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Tucker	Email Address:	atucker@irvington.k12.nj.us
Address:	255 MYRTLE AVE IRVINGTON, NJ 07111-2621	Website:	https://irvington.k12.nj.us/schools/university-middle/
Phone:	(973)399-6879	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • Annual Girls and Boys Summit is a program that focuses on gender specific topics to strengthen and empower students. • Career and College Fair exposes students to various career and college choices. • After school enrichment programs provide students with experiences that extend classroom learning.
 <p>Mission, Vision, Theme:</p>	<p>University Middle School respects the diversity of its student population and is dedicated to the importance of developing our scholars into responsible citizens. We will provide each scholar with an academically challenging program that enhances creativity, develops an ability to use technology, and encourages critical thinking and problem solving. In support of this vision, we will ensure a safe instructional environment and promote lifelong learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The National Junior Honor Society, Honor Roll, Student of the Month, PARCC Champions and Perfect Attendance are a few of the honors that are bestowed upon our scholars. Our scholars have also placed in district sponsored contests such as the Martin Luther King, Jr. Essay, Multicultural Essay, Essex County PRIDE Essay and the Spelling Bee. Our very talented students have placed in art contests for the Irvington Fire Department, Irvington Education Association Pride and Essex County contests.</p>



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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Our school has a 9-period schedule that includes Math, English Language Arts, Science, Social Studies, and Physical Education for all students. University Middle School also offers French and Spanish, an intellectually gifted program, magnet music and visual arts programs, and technology classes. All of our scholars are trained to use Chromebooks as a learning tool, and all classrooms have a Smart Board, which teachers apply in daily instruction by designing interactive lessons.</p>
 <p>Clubs and Activities:</p>	<p>University Middle School students are able to participate in the following clubs: Chess, Yearbook, Drama, and School Newsletter. In addition, University Middle participates in a middle school athletic program in which students compete with other local middle school teams in the following sports: Boys Soccer, Girls Soccer, Boys Basketball, Girls Basketball, and Wrestling. Student leaders participate in Student Council and the National Honor Society with a focus on community service.</p>
 <p>Before and After School Programs:</p>	<p>University Middle School offers enrichment programs on Saturdays and after-school, which services students from grades 6-8. The programs are run by the teachers and outside vendors. The MAP(Making Achievement Possible) Program is school based and offers tutorial services, learning support, counseling and trips. The Rutgers TRIO program offers weekly services for college and career readiness.</p>



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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.

 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist students to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>University Middle School participates in the Breakfast After the Bell Program. Students are scheduled for physical education and health during a double block schedule. We participate in the following programs that promote a healthy lifestyle: Fuel Up Play 60 Forum, American Dairy Association, field day, and lunch recess. Our school nurse schedules the Mobile Dental Program and the Helen Keller Childsight Program. She provides presentations on asthma awareness, obesity and nutrition.</p>
 <p>Parent and Community Involvement:</p>	<p>Annual programs include Open House, Report Card Night, and Bring Your Parent to School Day. Parents are provided access to the portal to review grades in real-time. Parents are invited to volunteer for student activities such as school dances, trips and PBSIS events. We invite parents to participate on the School Safety Committee and School Leadership Council. Our guidance team develops programs for parents, such as, The Importance of Attendance, PARCC Information Night, and Career Day.</p>





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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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers</p> <p>Surveys are issued annually to students, teachers and parents. Results are shared with all during meetings throughout the year. The data is used to develop programming, school procedures, behavior modification, parent involvement, and professional development. Highlights from the student survey are as follows: positive feeling about teaching and learning, parental support and good morale within the school. The parents and teachers had very similar views as the students.</p>
 <p>Facilities:</p>	<p>An extension was added to the building in 1992. The building has a bright open space which is well lit and ventilated with large windows. We continue to provide state of the art technology with upgraded interactive computer boards and Chromebooks. A new sound proof band room and sound system have been installed over the last three years. We continue to purchase chromebook carts to progress towards one-on-one assistive technology for students.</p>



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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.



Other Information:

There are productive Professional Learning Communities (PLCs) that meet daily for collaborative Common Planning sessions. The teachers follow a weekly agenda to review student work, analyze data, create lesson plans, develop common assessments, and collaborate with content area specialists. As a result of the collaborative Common Planning sessions, it is evident that there has been an increase in small group and rigorous instruction in the classrooms. Data driven instruction has been enlightening and informative. Data-focused PLC sessions and after school data meetings have been productive times for teachers and building administrators to analyze and discuss data to inform instruction. We continue to nurture the hearts of our students with the assistance of a well-rounded support staff that offers academic instruction, as well as, socio-emotional counseling. The staff consists of guidance counselors, social worker, and a dean. They spend a majority of their time familiarizing themselves with our scholars and collaborating with them on interpersonal skills that will help them grow academically and socially. This, in turn, gives our scholars the tools to develop into young adults who will continue to be lifelong learners who demonstrate the character traits of independence, respect and dignity. This team also works diligently with all stakeholders to serve as a community-based center providing resources to parents, as well as, opportunities for them to share in the educational process of their children. This relationship fosters open communication with parents, and help families establish home environments to support children as students, all while providing a welcoming atmosphere. Our PBSIS program will continue to be the underlying force of guiding student behavior. It encourages scholars to become responsible, contributing members of society, which will support a healthy school community. We endeavor to ensure that our students are college and career ready.




UNIVERSITY ELEMENTARY SCHOOL
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The **2016-17 School Performance Reports** are designed to share school and district information collected by the New Jersey Department of Education directly with parents, educators, and communities. The Department believes that the greatest potential to improve school performance and student outcomes is through parents, educators, and community members working together. These reports seek to make that process easier by providing information that can help people to:

- **Learn more:** The School Performance Reports contain a wealth of data, going far beyond a school’s test scores to include information about the staff working in a school, student discipline rates, and the sports and clubs offered.
- **Ask questions:** These reports can help start a conversation, but they cannot answer all the questions you might have about schools in your community. Use the contact information provided to engage with faculty and administrators at your schools to ask about the data you see in these reports.
- **Get involved:** Schools need help from parents and communities to help students succeed. Contact your school to find out about school board meetings or parent and community groups.

Navigating through the reports:

- Download this report to a PDF by clicking the  icon at the top of the page.
- Search for specific text or words in these reports by using the search box at the top of the page.
- The menu bar at the top of the page or the table of contents at the left of the screen can be used to move between sections of the report.
- The arrow buttons at the top left of the screen can be used to move between pages of the report.

Other Resources:

- Review the [Parent Summary Report](#) or the [district-level report](#) for this school.
- For more detailed information about the data in these reports, where it comes from, and how to use it: [Reference Guide](#) or [Interpretive Video](#).
- [Download the data](#) used in these reports.
- Want to give us feedback? Take our feedback survey: [surveylink](#)
- Questions about the reports? Contact us at reportcard@doe.nj.gov



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2016-2017
Grade Span KG-05

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Footnotes

1. An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display.
2. ** ESSA accountability targets are only included if data is available for at least 20 students.

Note: Additional footnotes may exist within the reports specific to certain data tables. In those instances, the footnotes will be displayed below the applicable table.



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Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Ungraded students are students who are "on roll" but are educated in ungraded classrooms.

Grade	2014-15	2015-16	2016-17
KG	100	83	81
1	103	106	85
2	109	105	95
3	97	84	93
4	80	80	91
5	79	64	76
Ungraded	10	12	12
Total	578	534	533

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	2014-15	2015-16	2016-17
Female	52%	53%	52%
Male	48%	47%	48%
Economically Disadvantaged Students	83%	84%	81%
Students with Disabilities	6%	6%	7%
English Learners	9%	13%	14%
Homeless Students			0%
Students in Foster Care			1%
Military-Connected Students			0%
Migrant Students			0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group.

Racial and Ethnic Group	% of Students
Black or African American	88.7%
Hispanic	9.4%
Asian	0.4%
American Indian or Alaska Native	0.0%
Native Hawaiian or Pacific Islander	0.0%
White	0.0%
<i>Two or More Races</i>	1.5%

PreK and K - Full Day and Half Day

This table shows the full day and half day enrollment for Pre-Kindergarten (PK) and Kindergarten (KG) students in this school.

Grade	2014-15	2015-16	2016-17
KG - Half Day	0	0	0
KG - Full Day	98	83	81

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. All other students are included in Other Languages.

Home Language	% of Students
English	71.5%
Haitian	7.3%
Spanish	6.0%
Creoles and pidgins, French-based	4.5%
Creoles and pidgins, English based	3.9%
<i>Other</i>	6.8%



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act (ESSA)* accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	225	100.0	12.40	24.90	54.90	12.4	17.3	Not Met
White	*	*	*	*	63.90	*	**	**
Hispanic	24	100.0	*	*	39.80	*	N	N
Black or African American	196	100.0	12.80	24.60	35.20	12.8	17.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	80.70	*	**	**
American Indian or Alaska Native	N	N	N	*	53.70	N	**	**
Two or More Races	*	*	*	*	54.90	*	**	**
Female	118	100.0	12.70	31.40	62.20	12.7		
Male	107	100.0	12.10	18.60	48.10	12.1		
Economically Disadvantaged Students	183	100.0	*	24.60	36.20	*	16.2	Met Target†
Non-Economically Disadvantaged Students	42	100.0	*	25.80	65.80	*		
Students with Disabilities	25	100.0	*	*	20.50	*	N	N
Students without Disabilities	200	100.0	*	*	61.90	*		
English Learners	23	100.0	*	15.20	25.20	*	N	N
Non-English Learners	202	100.0	*	26.90	57.40	*		
Homeless Students	*	*	*	*	26.40	*		
Students In Foster Care	*	*	*	*	24.80	*		
Military-Connected Students	N	N	N	*	53.50	N		
Migrant Students	N	N	N	*	23.00	N		

** ESSA accountability targets are only included if data is available for at least 20 students

† 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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

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	93	709	718	749	45%	19%	20%	15%	0%	15%	50%
White	N	N	N	759	N	N	N	N	N	N	61%
Hispanic	*	*	*	734	*	*	*	*	*	*	35%
Black or African American	82	708	719	731	44%	21%	22%	13%	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	751	*	*	*	*	*	*	52%
Female	54	717	720	754	*	*	*	*	*	*	55%
Male	39	699	716	745	*	*	*	*	*	*	46%
Economically Disadvantaged Students	72	712	717	731	*	*	*	*	*	*	31%
Non-Economically Disadvantaged Students	21	699	721	762	*	*	*	*	*	*	63%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	55%
English Learners	*	*	*	709	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	752	*	*	*	*	*	*	53%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	49%
Migrant Students	N	N	N	734	N	N	N	N	N	N	29%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	710	725	753	*	*	*	*	*	*	56%
White	*	*	*	762	*	*	*	*	*	*	67%
Hispanic	12	696	725	740	*	*	*	*	*	*	40%
Black or African American	80	711	725	737	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	56%
Two or More Races	*	*	*	755	*	*	*	*	*	*	56%
Female	46	712	729	758	*	*	*	*	*	*	61%
Male	50	709	721	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	80	710	726	737	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	16	712	722	764	*	*	*	*	*	*	69%
Students with Disabilities	16	680	697	725	*	*	*	*	*	*	25%
Students without Disabilities	80	716	729	759	*	*	*	*	*	*	62%
English Learners	*	*	*	711	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	58%
Homeless Students	*	*	*	729	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	31%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	60%
Migrant Students	N	N	N	726	N	N	N	N	N	N	36%



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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 by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	726	730	756	20%	27%	39%	15%	0%	15%	59%
White	N	N	N	763	N	N	N	N	N	N	69%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	67	727	730	740	18%	28%	37%	16%	0%	16%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	56%
Two or More Races	N	N	N	757	N	N	N	N	N	N	60%
Female	41	732	734	761	*	*	39%	*	0%	17%	66%
Male	34	720	725	750	*	*	38%	*	0%	12%	53%
Economically Disadvantaged Students	63	727	730	740	*	*	*	*	*	14%	40%
Non-Economically Disadvantaged Students	12	722	727	765	*	*	*	*	*	17%	71%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	762	*	*	*	*	*	*	66%
English Learners	*	*	*	710	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	733	N	N	N	N	N	N	30%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	62%
Migrant Students	N	N	N	731	N	N	N	N	N	N	36%

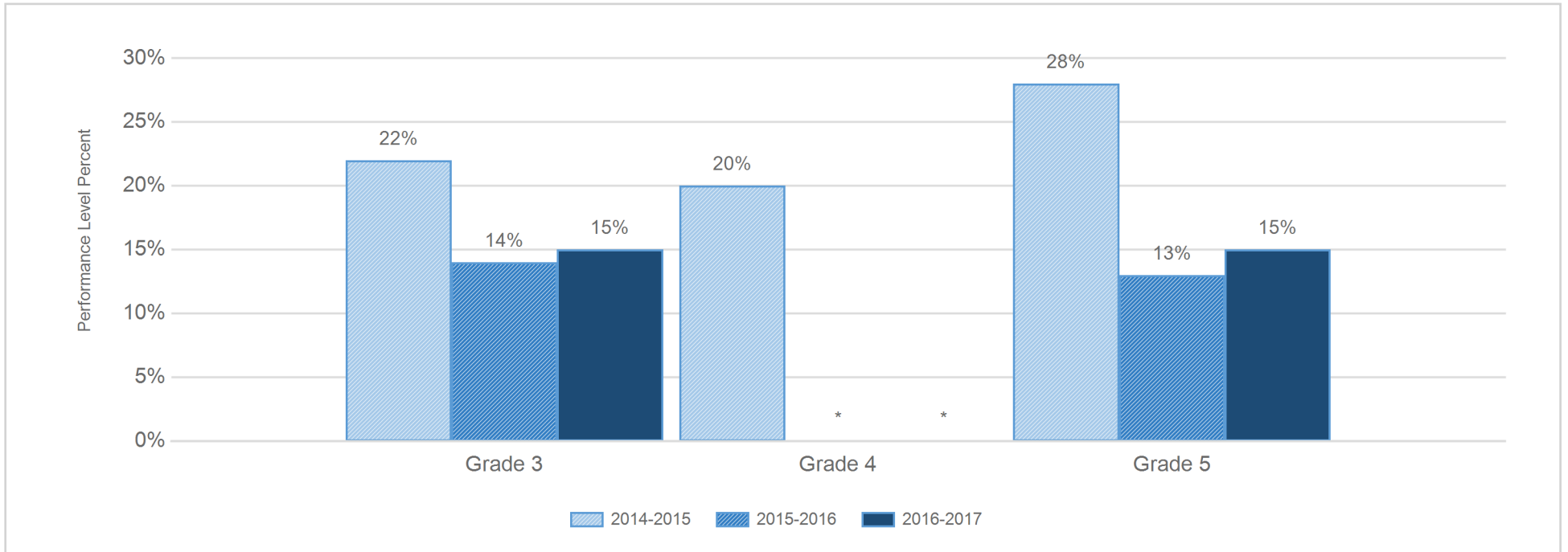


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English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.



An "*" indicates that data is not displayed to protect student privacy; "N" indicates no data is available to display



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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 for the school and each student group. The PARCC assessment has five performance levels, where levels 4 and 5 (met or exceeded expectations) indicate students have demonstrated readiness for the next grade level/course 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 accountability proficiency rate, the annual target, and whether the school or student group met its annual target as required by the *Every Student Succeeds Act* (ESSA) accountability. Student groups with the annual target section 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	2016-17 Annual Target	Met 2016-17 Annual Target
Schoolwide	226	99.6	*	11.90	43.50	*	13.3	Not Met
White	*	*	*	*	52.40	*	**	**
Hispanic	24	100.0	*	12.80	27.60	*	N	N
Black or African American	197	99.6	*	11.70	21.70	*	13.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	75.60	*	**	**
American Indian or Alaska Native	N	N	N	*	42.50	N	**	**
Two or More Races	*	*	*	*	44.90	*	**	**
Female	120	100.0	*	13.00	44.10	*		
Male	106	99.2	*	11.00	42.90	*		
Economically Disadvantaged Students	183	99.5	*	11.60	25.10	*	14	Not Met
Non-Economically Disadvantaged Students	43	100.0	*	13.10	54.30	*		
Students with Disabilities	25	100.0	*	*	16.50	*	N	N
Students without Disabilities	201	99.6	*	*	48.80	*		
English Learners	25	100.0	*	*	23.30	*	N	N
Non-English Learners	201	99.6	*	*	45.20	*		
Homeless Students	*	*	*	*	16.40	*		
Students In Foster Care	*	*	*	*	15.10	*		
Military-Connected Students	N	N	N	*	39.90	N		
Migrant Students	N	N	N	11.10	18.20	N		

** ESSA accountability targets are only included if data is available for at least 20 students.

† Target was met within a confidence interval.



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	714	725	751	32%	34%	19%	16%	0%	16%	53%
White	N	N	N	759	N	N	N	N	N	N	63%
Hispanic	*	*	*	738	*	*	*	*	*	*	37%
Black or African American	86	713	724	733	33%	34%	21%	13%	0%	13%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	750	N	N	N	N	N	N	51%
Two or More Races	*	*	*	751	*	*	*	*	*	*	53%
Female	57	718	726	751	25%	37%	*	*	0%	18%	52%
Male	40	707	724	751	43%	30%	*	*	0%	13%	53%
Economically Disadvantaged Students	74	716	724	736	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	23	708	727	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	729	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	755	*	*	*	*	*	*	57%
English Learners	12	685	713	724	*	*	*	*	*	*	21%
Non-English Learners	85	718	727	753	*	*	*	*	*	*	55%
Homeless Students	*	*	*	724	*	*	*	*	*	*	22%
Students in Foster Care	*	*	*	727	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	750	N	N	N	N	N	N	51%
Migrant Students	N	N	N	726	N	N	N	N	N	N	35%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	705	718	747	*	*	*	*	*	*	47%
White	*	*	*	755	*	*	*	*	*	*	59%
Hispanic	12	702	722	734	*	*	*	*	*	*	30%
Black or African American	81	705	717	729	*	*	*	*	*	*	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	42%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	47	702	720	747	*	*	*	*	*	*	47%
Male	50	708	716	747	*	*	*	*	*	*	48%
Economically Disadvantaged Students	81	705	718	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	16	706	716	757	*	*	*	*	*	*	61%
Students with Disabilities	16	688	701	724	*	*	*	*	*	*	22%
Students without Disabilities	81	709	720	751	*	*	*	*	*	*	52%
English Learners	*	*	*	716	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	18%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	50%
Migrant Students	N	N	N	713	N	N	N	N	N	N	22%



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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 end of course exam. This table shows by school and student group the number of valid test scores and the mean scale score for the school, district, and state. It also shows the percentage of students at each performance level and the percentage of students who met or exceeded expectations (Level 4 or 5) for the school and the state.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	709	716	747	*	*	*	*	*	*	46%
White	N	N	N	754	N	N	N	N	N	N	57%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	67	709	715	729	*	*	*	*	*	*	22%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	51%
Two or More Races	N	N	N	747	N	N	N	N	N	N	47%
Female	41	715	718	747	*	*	*	*	*	*	47%
Male	34	702	714	746	*	*	*	*	*	*	46%
Economically Disadvantaged Students	63	711	717	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	12	700	712	756	*	*	*	*	*	*	59%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	751	*	*	*	*	*	*	52%
English Learners	*	*	*	717	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	748	*	*	*	*	*	*	48%
Homeless Students	N	N	N	724	N	N	N	N	N	N	18%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	48%
Migrant Students	N	N	N	716	N	N	N	N	N	N	18%

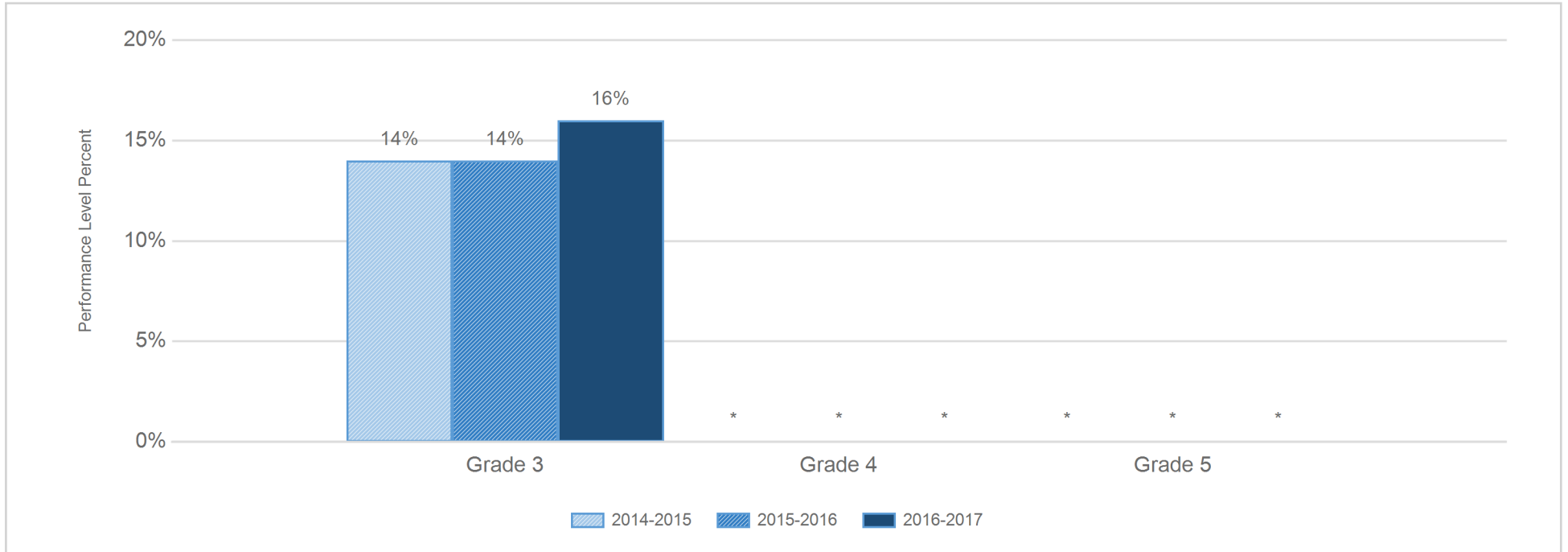


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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations for the past three years.





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Alternate Assessments - 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	*	*
5	N	N

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. The table also shows 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
1	22	*	*
2	*	*	*
3	*	*	*
4	11	*	*
5+	12	*	*



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This section shows performance on the NJASK science test which measures students' ability to recall information and to solve problems by applying science concepts. The assessment is given to students in grades 4 and 8 and has three proficiency categories. Students performing at "Proficient" and "Advanced Proficient" have demonstrated readiness for the next grade-level/course.

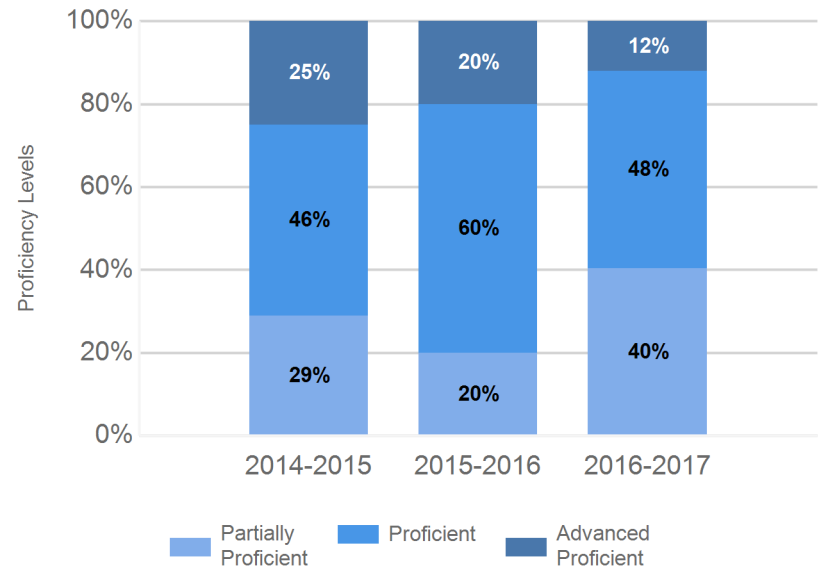
NJASK Science Assessment Performance: Grade 4

This table shows the percentage of students in each proficiency category for the NJASK science test for the school and each student group and also provides a comparison to the statewide percentages.

Student Group	% Advanced Proficient	% Proficient	% Partially Proficient
Statewide	45%	40%	14%
Schoolwide	12%	48%	40%
White	N	N	N
Hispanic	8%	*	*
Black or African American	13%	45%	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	*	N
Economically Disadvantaged Students	11%	48%	42%
Students with Disabilities	N	71%	29%
English Learners	N	*	*

NJASK Science Assessment Performance Trends: Grade 4

This graph shows the percentage of students by proficiency category for the past three school years.





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This section of the performance report shows information on student growth which measures 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 the prior year.

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)** is the percentile in the middle of that list. Watch a short video that explains how **median Student Growth Percentile (mSGP)** is calculated here: <http://www.state.nj.us/education/njsmart/performance/>

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts/Literacy (ELA) and Mathematics for the school and each student group with comparisons to the district and the state. This table also shows whether the school and each student group met the *ESSA* accountability target of 40 for the 2016-17 school year.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Target of 40	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Target of 40
Schoolwide	24	47	50	Not Met	24	36	50	Not Met
White	*	*	50	**	*	*	52	**
Hispanic	21.5	56	49	**	30	37	47	**
Black or African American	24	46	45	Not Met	24	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	44	60	**	*	23.5	59	**
American Indian or Alaska Native	N	N	N	N	N	N	N	N
Two or More Races	*	*	51	**	*	*	52	**
Economically Disadvantaged	23.5	47	47	Not Met	25	36	46	Not Met
Students with Disabilities	21	40	41	**	25	30	43	**
English Learners	40	50.5	53	**	12	31.5	51	**

** ESSA accountability targets are only included if data is available for at least 20 students.



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A student's **SGP** falls between 1 and 99 and can be grouped into three levels:

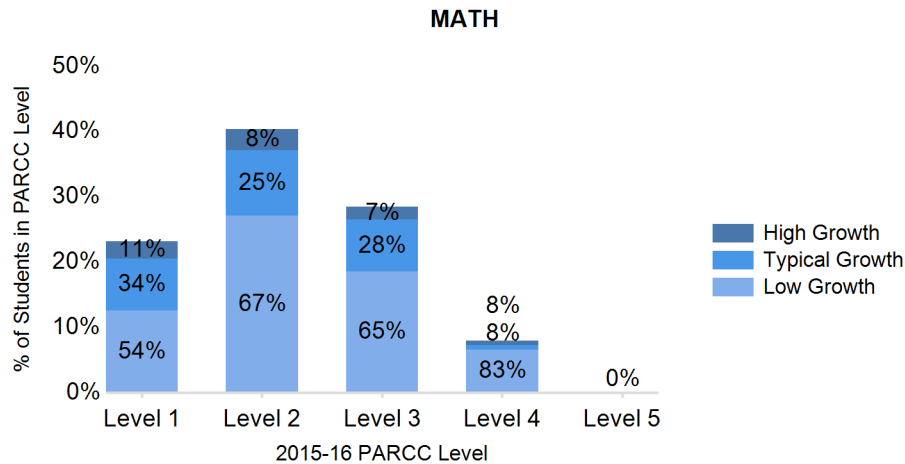
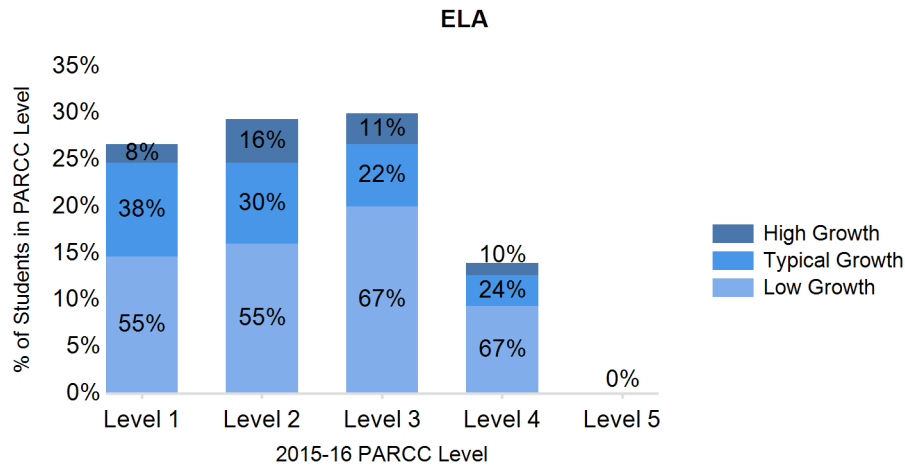
Low Growth: Less than 35

Typical Growth: Between 35 and 65

High Growth: Greater than 65

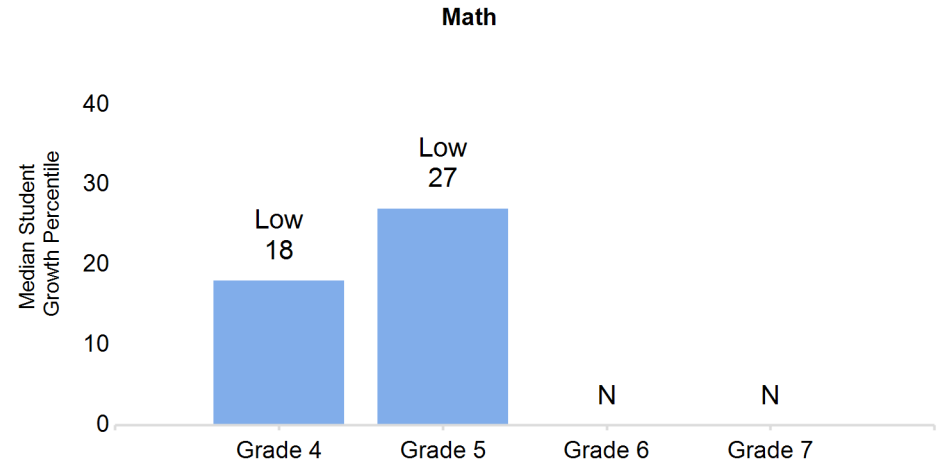
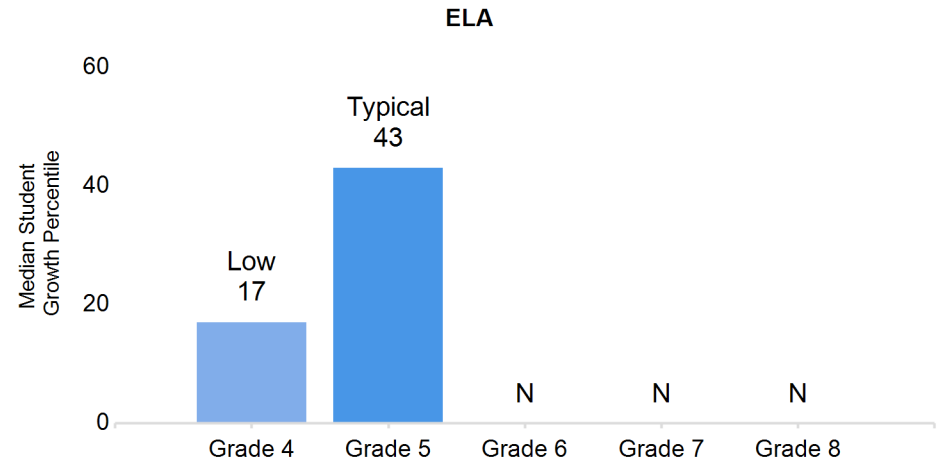
Student Growth by Performance Level

These graphs show the percentage of students by 2015-16 PARCC performance level that fall into each of the three levels of growth based on their 2016-17 test scores.



Student Growth by Grade

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





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This section shows information about student absences which provides important information about a school's culture and climate. In addition, research shows that student absences impact a child's ability to succeed in school. The New Jersey Department of Education selected 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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.

Chronic Absenteeism

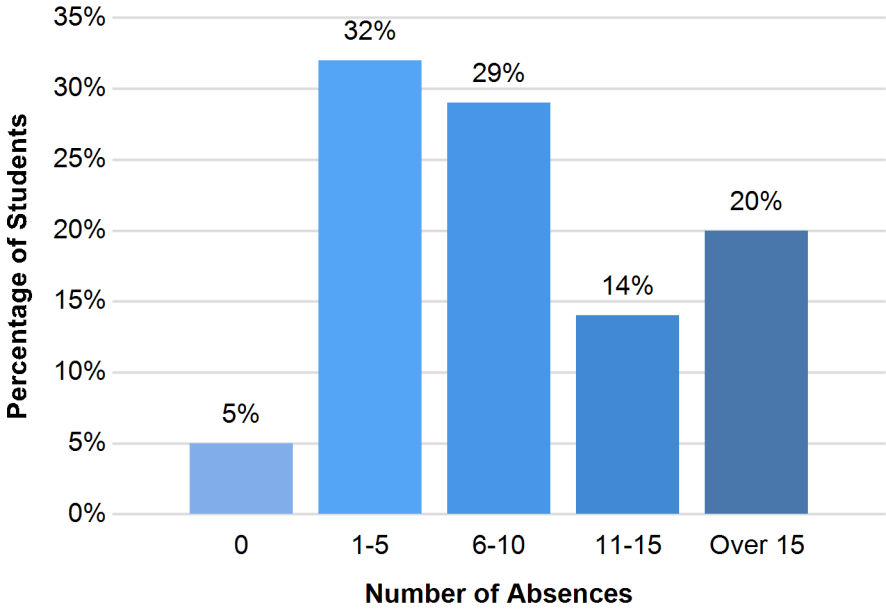
This table shows the percentage of students in grades K-12 in the school and each student group who were chronically absent. This table also shows whether the school and each student group met the *ESSA* accountability targets for 2016-17.

Student Group	% Chronically Absent	2016-17 Target	Met 2016-17 Target
Schoolwide	19.10	8.40	Not Met
White	N	**	**
Hispanic	20.40	8.40	Not Met
Black or African American	18.80	8.40	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	**	**
American Indian or Alaska Native	N	**	**
Two or More Races	N	**	**
Economically Disadvantaged Students	20.00	8.40	Not Met
Students with Disabilities	36.40	8.40	Not Met
English Learners	12.70	8.40	Not Met

** ESSA accountability targets are only included if data is available for at least 20 students.

Days Absent

The graph displays the percentage of K-12 students schoolwide by the number of days they were absent during the school year. An absence is defined as being 'not present' and includes both excused and unexcused absences.



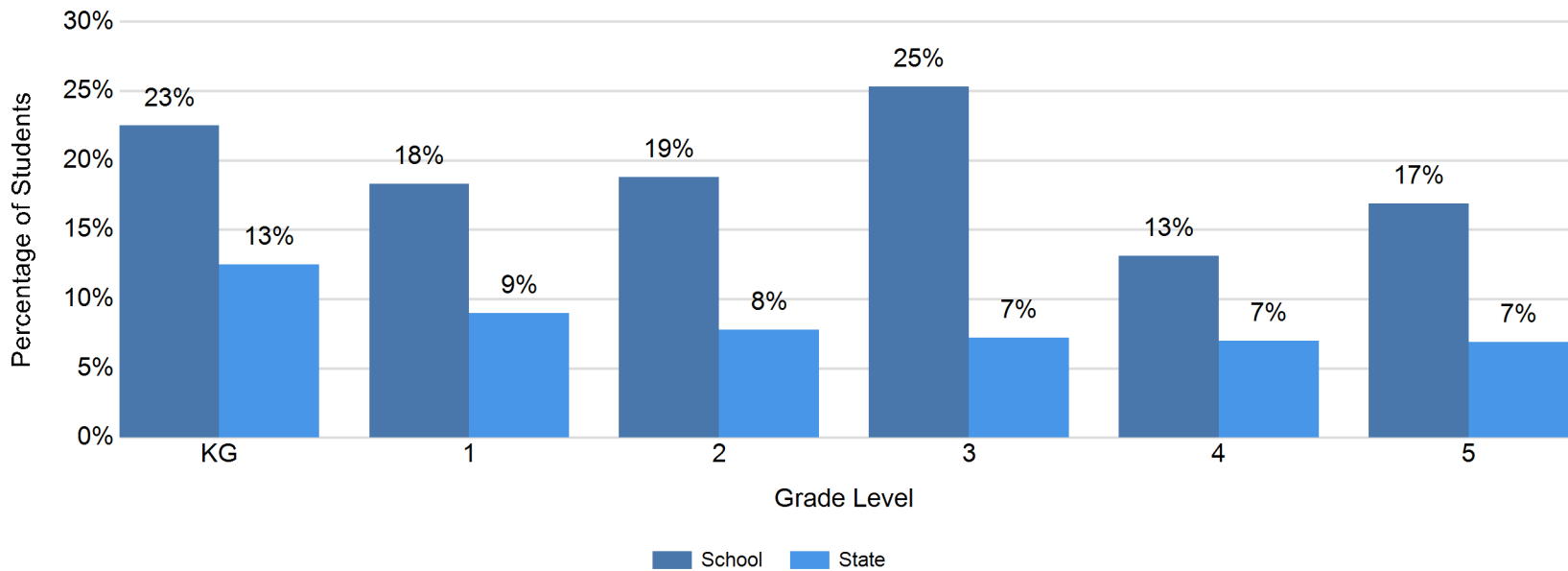


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Chronic Absenteeism by Grade

This graph shows the percentage of students in the school and across the state who were chronically absent for each grade level. **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, excused, unexcused or for disciplinary action, is considered absent unless permitted by statute or regulation.





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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.

Category	School
Typical Start Time	8:25AM
Typical End Time	2:45PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs. 24 Mins.
Shared Time - Instructional Time	*

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 provides a non-duplicated count of incidents. The final row shows a rate of incidents for every 100 students enrolled in the school.

Incident Type	Number of Incidents
Violence	0
Vandalism	0
Weapons	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Student Suspension Rate

This table shows the percentage of students who received one or more in-school suspensions, one or more out-of-school suspensions, and one or more suspensions of any type during the school year. Students receiving both in-school and out-of-school suspensions will be counted in all rows of the table. Students who received more than one suspension are counted only one time in each category below.

Suspension Types	% of Students
In-School Suspensions	18.4%
Out-of-School Suspensions	18.6%
Any Suspension	26.8%

Student Expulsions

This table shows the number of students who were expelled from the school during the school year. An expulsion is when a student is removed from a school and does not receive any further educational services during the school year.

Category	Number of Students
Expulsions	0



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Technology Readiness

This table shows information that was collected through the optional NJTRAx survey to determine a school’s technology readiness. The student to device ratio shows the number of students for every computer or tablet in the school. The internet speed is the internet bandwidth per 1000 students enrolled in the district measured in megabits per second. The connectivity between schools is a school’s LAN network architecture. The NJTRAx survey is optional for schools, so data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device (BYOD) policy may have appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio	Internet Speed	Recommended Internet Speed	Met Recommended Speed?	Connectivity between Schools	Recommended Connectivity	Met Recommended Connectivity?
2016-17	2.0:1	134.7 kbps	100 kbps	Yes	N	Fiber	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).

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2015-2016)	\$1,120	\$15,434	\$16,554



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This section contains information about staff that are assigned to the school and district. Here is an explanation of some of the **key terms used in the staff section**:

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

Full-Time Equivalent: In calculations, staff members are weighted based on the percentage of their time that they are assigned to a school or district. For example – a teacher assigned to a school half time would be weighted 50% in calculations, but a teacher assigned to a school full time would be weighted 100% in calculations.

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	120,724
Average years experience in public schools	11.1	11.8
Average years experience in district	9.2	10.5
Teachers in district for 4 or more years	65%	74%

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	37	9,506
Average years experience in public schools	15.2	15.9
Average years experience in district	11.3	11.6
Administrators in district for 4 or more years	62%	74%

Student to Staff Ratios

This table shows the number of students per staff member 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.

Staff Type	School Students: Staff	District Students: Staff
Teachers	14:1	14:1
Administrators	267:1	201:1
Librarian/Media Specialists		742:1
Nurses		530:1
Counselors		286:1
Child Study Team		225:1



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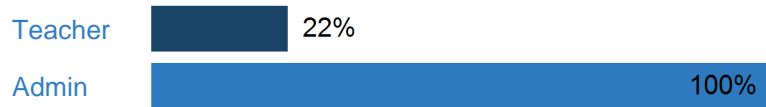
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators at this school. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

This table shows the percentage of teachers and administrators assigned to the district in 2015-16 that were still assigned to the district in 2016-17. Staff who are not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2015-16 Teachers: Same district 2016-17	72%	89%
2015-16 Administrators: Same district 2016-17	N	88%

Faculty Attendance

This table shows the percentage of days that school 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
2016-17	98%



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Accountability Indicator Scores and Summative Rating

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. This table shows the indicator scores for each indicator included in the accountability system and the weights 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 rating below the 5th percentile or high schools with a 4-year graduation rate that is less than or equal to 67% are identified for Comprehensive Support. For more information about New Jersey’s accountability system and how these indicator scores were calculated, see these [accountability resources](#).

Accountability Indicator	Indicator Score	Indicator Weight
English Language Arts Proficiency	1.4	17.5%
Mathematics Proficiency	1.5	17.5%
English Language Arts Growth	0.8	25.0%
Mathematics Growth	2.0	25.0%
Chronic Absenteeism	5.7	15.0%
Progress Towards English Language Proficiency (coming 2018)	N/A	N/A
Summative Score: Sum of all indicator scores multiplied by indicator weights		2.1
Summative Rating: Percentile rank of Summative Score		0.2
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile		Comprehensive

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Indicator weights for this school were adjusted due to data availability.



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Accountability Summary by Student Group

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. Any student group where the summative score would be in the bottom 5% of schools (see previous page) is identified for Targeted Support for a Low-Performing Student Group. If any student group is identified for Targeted Support, this will be noted in the Schoolwide row in the table. Schools in which one or more student groups miss annual targets for all indicators two years in a row are identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups miss annual targets for all indicators are noted to be At Risk for being identified for Targeted Support for the 2017-18 school year. Annual targets for proficiency and graduation rate are set based on a school or student group’s performance in 2015-16. The target for chronic absenteeism is the statewide average for all students. For more details on accountability targets, see these [accountability resources](#).

Student Group	Summative Score	Cut-off Score for Targeted Support and Improvement	Requires Targeted Support and Improvement for 2016-17	English Language Arts Proficiency	Mathematics Proficiency	Chronic Absenteeism	English Language Arts Student Growth	Mathematics Student Growth	At Risk for Consistently Underperforming Student Group
Schoolwide	2.1	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
White	**	**	No	**	**	**	**	**	No
Hispanic	**	**	No	N	N	Not Met	**	**	No
Black or African American	7.1	11.9	Targeted	Not Met	Not Met	Not Met	Not Met	Not Met	At Risk
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	**	No
Two or More Races	**	**	No	**	**	**	**	**	No
Economically Disadvantaged Students	3.7	11.9	Targeted	Met Target†	Not Met	Not Met	Not Met	Not Met	No
Students with Disabilities	**	**	No	N	N	Not Met	**	**	No
English Learners	**	**	No	N	N	Not Met	**	**	No

** Indicator scores are only calculated for inclusion in ESSA accountability if data is available for at least 20 students.

† Target was met within a confidence interval.



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School General Info

Principal:	Ms. Boone-Gibbs	Email Address:	sboone@irvington.k12.nj.us
Address:	1 UNIVERSITY PLACE IRVINGTON, NJ 07111	Website:	https://irvington.k12.nj.us/schools/university-elementary/
Phone:	(973)399-6826	Twitter:	https://twitter.com/IrvingtonPSD

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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> • University Elementary School is academically rich, supports character building, and provides rigorous instruction. • Scholars are engaged in instruction and learning embedded with state of the art technology. • Parent participation, as well as rigorous instruction is vital to scholars' academic and social and emotional success.
 <p>Mission, Vision, Theme:</p>	<p>University Elementary School respects the diversity of its student population and is dedicated to the importance of developing our scholars into responsible citizens. We will provide each scholar with an academically challenging program that enhances creativity, develops an ability to use technology, and encourages critical thinking and problem solving. In support of this vision, we will ensure a safe instructional environment and promote life-long learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>We are proud of the accomplishment of our scholars and staff. University Elementary School is the home of the district's Support Professional of the Year. It is also the home of the district's 1st place Spelling Bee Winner – 5th Grade; 3rd place Multicultural Essay Contest - 3rd Grade; and Irvington Township Fire Safety Poster Contest Winner – 3rd Grade.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>The Reading Wonders program fosters a differentiated and balanced literacy environment. Read 180 is integrated to provide additional ELA support. Progressive Science Initiative (PSI) reinforces scholars' achievements in the sciences. The Social Studies program is designed to support literacy throughout content areas. The My Math program encourages a differentiated environment and addresses instruction and learning using concrete, pictorial, and abstract approaches.</p>
 <p>Clubs and Activities:</p>	<p>Boy/Girl Scouts are actively involved in community service projects that include providing food and clothing to those in need. Student Council members review the concerns of their peers. HAWKS Cheerleaders teach their peers school songs, school cheers, and encourage scholars during school rallies. Safety Patrol members support scholars and teachers' efforts to ensure that school community members are safe and secure. The National Elementary Honor Society focuses on service to the community.</p>
 <p>Before and After School Programs:</p>	<p>University Elementary School offers a Saturday Academy and an after school Enrichment program for scholars in grades 3, 4, and 5 to provide instruction in English Language Arts and mathematics. The program is designed to give individualized instruction to scholars and monitor their progress through benchmark assessments. Classes are available for English Language Learners to provide them with additional English Language Arts instruction.</p>







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 <p>Staff and Professional Learning:</p>	<p>Professional development is focused around four District initiatives: Higher-Order Thinking, Student Engagement, Feedback, and Rigorous Instruction. To this end, teachers have received professional development in Bloom’s Taxonomy, Kagan cooperative learning, targeted feedback on student work, Sheltered Instruction Observation Protocol, small group instruction, planning for part two (extended learning opportunities), and differentiated instruction.</p>
 <p>Student Supports and Services:</p>	<p>Support systems are in place to assist scholars to become college and career ready. These services include Read 180, after school enrichment programs in mathematics and English language arts, Care Plus counseling program, ESL/bilingual programs, inclusion support, formative assessment to monitor student progress, Intervention and Referral Services (I&RS), school-based counseling groups, and in-school behaviorist services.</p>
 <p>Student Health and Wellness:</p>	<p>University Elementary School’s Guidance Counselor, Health and Social Services Coordinator, and Nurse are on staff to assist with the emotional, social, and physical well-being of scholars. The School Safety Team meets monthly to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic processes and practices in the school. The school participates in the Breakfast After the Bell Program.</p>
 <p>Parent and Community Involvement:</p>	<p>Parent and community members participated in the following events: Breast Cancer Walk, Health and Wellness Week, PBS Super Hero Party, Honor Roll Breakfast, Kindergarten Orientation, Back to School Night, Parent Teacher Conferences, Math Rocks Night, PBS Skating Party, Field Day Event, Winter and Spring Concert, PARCC Pep Rally, Grade Level Trips, Bring Your Parents to School Day, Black History Talent Show, Celebrity Read, Parent Coordinator Workshops, and PTA Meetings.</p>





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 IRVINGTON, NJ 07111

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.

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Teachers</p> <p>Although University Elementary School did not have baseline data from the 2015-2016 school year to compare to the 2016-2017 results, data from this school year informed that 70.6% of staff members agreed or strongly agreed that the culture and climate of University Elementary School promotes student success.</p>
 <p>Facilities:</p>	<p>University Elementary School is housed on the first three levels of the Irvington School District's Board of Education facility and is one of eight elementary schools located in Irvington Township. The air conditioned facility has a computer lab, state of the art library, and fully equipped kitchen where breakfast and lunch are prepared daily for scholars.</p>



UNIVERSITY ELEMENTARY SCHOOL
2016-2017

Grade Span KG-05

13-2330-136
ESSEX
IRVINGTON TOWNSHIP
1 UNIVERSITY PLACE
IRVINGTON, NJ 07111

School Narrative

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Other Information:

University Elementary School is comprised of over 500 Kindergarten through 5th grade scholars who are taught by highly qualified teachers. Scholars are offered World Language, Library/Media, Visual Arts, Physical Education, and Vocal Music instruction. Identified scholars receive additional support from English as a Second Language and Special Needs teachers. University Elementary School is home to one of four Intellectually Gifted programs in the Irvington School District and serves scholars in grades 1 through 5. The IG program serves scholars whose cognitive abilities require special education to meet their unique needs. Technology is integrated throughout the curriculum and can be found embedded in the library media arts program, math, English Language Arts, science, and social studies. Interactive white boards are in every classroom to ensure focused technology practice and instruction and each grade level class has access to laptop computers to support instruction and learning. Highly qualified instructors provide scholars with Sheltered Instruction Observation Protocol as a means of assisting scholars to become proficient in speaking, reading and writing in English. Kagan Strategies are embedded in instruction to increase scholar participation, higher order thinking, self and peer assessment, consistent student data collection and improve community building opportunities. Center Based Instruction is implemented to cater to all learning styles and support differentiated instruction across all content areas. With the continued support and commitment of all parents, families, and staff, University Elementary School will succeed in preparing our scholars to be 21st century learners and thinkers and college and career ready.