NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	CUMBERLAND
District	BRIDGETON CITY
Principal Name	MS. GUESS
Address	251 WEST BROAD STREET BRIDGETON, NJ 08302
Phone Number	(856)455-8030
Email Address	BGUESS@BRIDGETON.K12.NJ.US
Website	https://www.bridgeton.k12.nj.us
Facebook	https://www.facebook.com/bridgetonpublicschools

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
KG	133	91	106
1	148	114	93
2	152	121	110
3	151	117	121
4	127	134	119
5	142	106	125
6	125	116	98
7	105	90	111
8	109	91	85
Total	1,192	980	968

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	52.1%	48.6%	50.1%
Male	47.9%	51.4%	49.9%
Economically Disadvantaged Students	95.1%	88.9%	92.0%
Students with Disabilities	10.0%	11.2%	13.1%
English Learners	36.7%	35.3%	38.9%
Homeless Students		4.1%	3.8%
Students in Foster Care		0.5%	0.4%
Military-Connected Students		0.1%	0.0%
Migrant Students		2.7%	3.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.5%	2.6%	2.7%
Hispanic	87.2%	86.7%	87.9%
Black or African American	9.7%	9.2%	8.0%
Asian	0.3%	0.3%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	1.1%	1.2%	1.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
KG - Half Day	0	0	0
KG - Full Day	133	91	106

Enrollment by Home Language

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

Home Language	% of Students
Spanish	78.7%
English	21.3%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51.5	45	50	Met Standard	48	41	50	Met Standard
White	32.5	28	50	**	62.5	53	51	**
Hispanic	53	47	49	Met Standard	48	44	48	Met Standard
Black or African American	36	38	44	Not Met	39.5	33	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	*	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	*	42	49	**	*	33	51	**
Economically Disadvantaged	52	45	48	Met Standard	48	41	47	Met Standard
Students with Disabilities	31	32	41	Not Met	38	39	43	Not Met
English Learners	51	44	54	Met Standard	47	44	51	Met Standard

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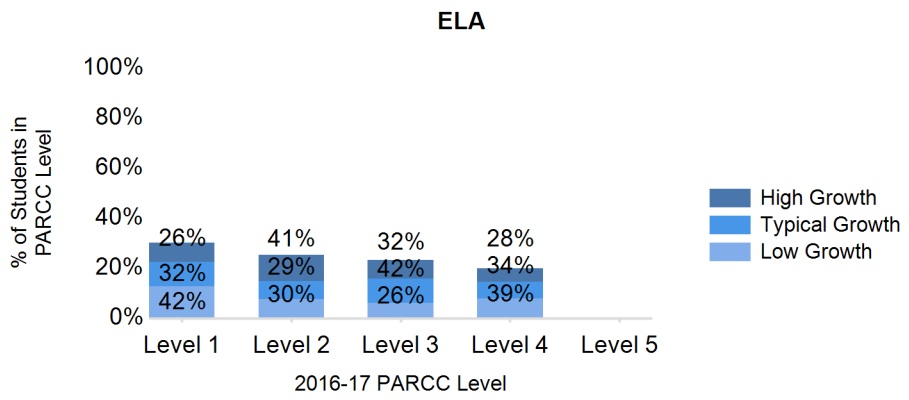
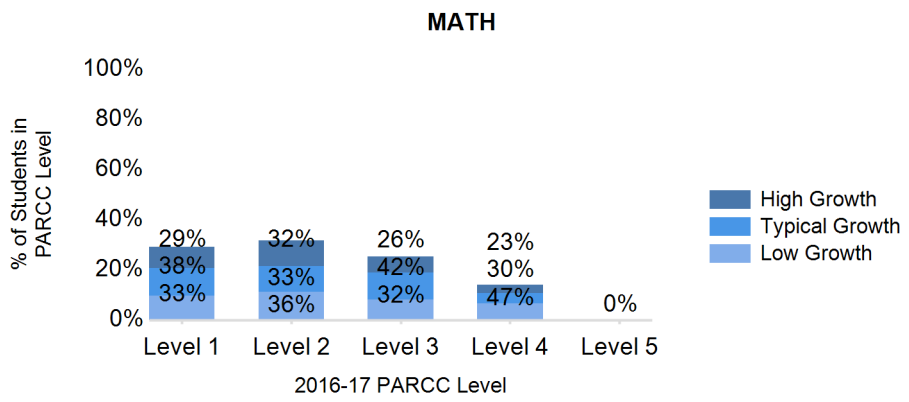
Student Growth by Performance Level

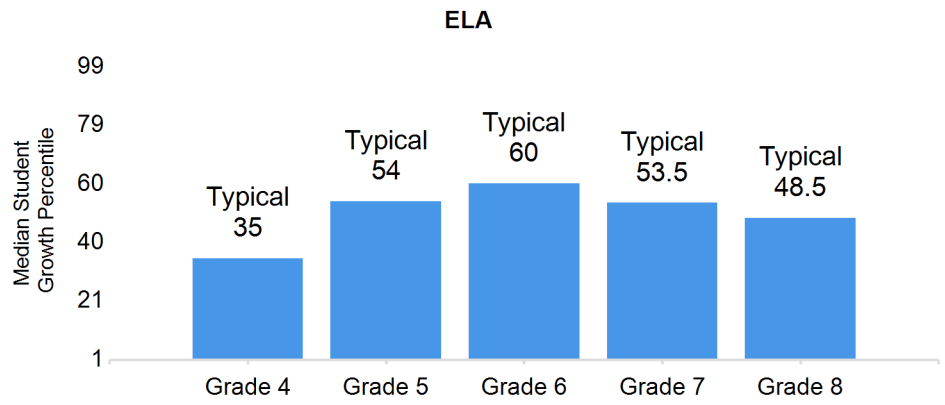
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

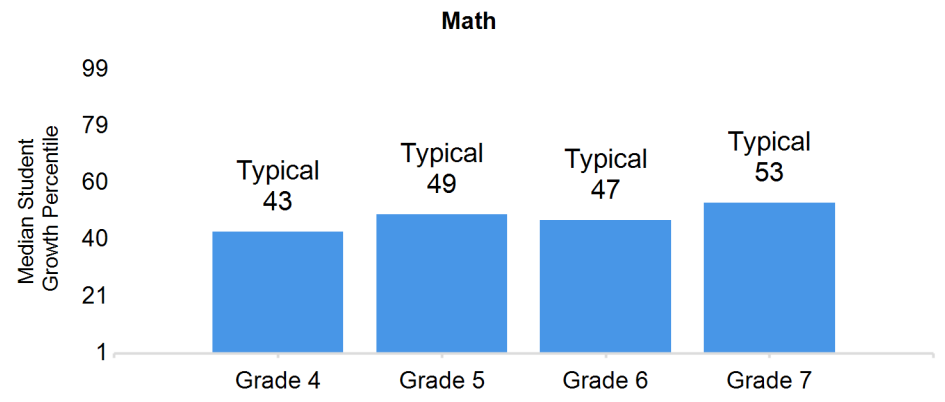




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	611	98.5	25.9	21.1	56.7	25.9	23.8	Met Target
White	*	*	*	29.1	65.6	*	32.5	Met Target
Hispanic	532	98.4	26.3	22.6	42.5	26.3	24	Met Target
Black or African American	49	98.1	16.3	14.6	37.3	16.3	20.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	14.0	63.4	*	**	**
Female	307	98.2	28.3	26.0	64.5	28.3		
Male	304	98.8	23.4	15.8	49.4	23.4		
Economically Disadvantaged Students	554	98.6	26.0	*	38.5	26.0	24.1	Met Target
Non-Economically Disadvantaged Students	57	96.9	24.6	*	67.5	24.6		
Students with Disabilities	87	100.0	*	*	21.6	*	9.7	Not Met
Students without Disabilities	524	98.2	*	*	63.9	*		
English Learners	285	97.4	13.3	11.5	27.3	13.3	9.4	Met Target
Non-English Learners	326	99.4	36.8	25.3	59.4	36.8		
Homeless Students	21	95.5	28.6	17.6	27.7	28.6		
Students In Foster Care	*	*	*	15.4	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	15	93.7	26.7	14.3	30.1	26.3		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	706	707	750	48%	14%	25%	13%	0%	13%	52%
White	*	*	705	759	*	*	*	*	*	*	61%
Hispanic	94	705	708	736	49%	13%	26%	13%	0%	13%	38%
Black or African American	*	*	702	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	45	705	710	756	*	*	*	*	*	*	57%
Male	60	707	702	744	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	707	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	703	762	*	*	*	*	*	*	64%
Students with Disabilities	13	665	662	719	*	*	*	*	*	*	24%
Students without Disabilities	92	712	710	756	*	*	*	*	*	*	57%
English Learners	44	689	695	712	*	*	*	*	*	*	15%
Non-English Learners	61	719	716	753	*	*	*	*	*	*	55%
Homeless Students	*	*	713	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	*	*	*	741	*	*	*	*	*	*	48%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	716	717	756	35%	24%	21%	19%	0%	19%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	98	717	717	744	34%	26%	21%	19%	0%	19%	44%
Black or African American	*	*	712	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	55	722	723	762	27%	25%	24%	*	*	24%	63%
Male	58	711	711	751	43%	22%	19%	*	*	16%	53%
Economically Disadvantaged Students	103	718	717	740	*	*	23%	*	*	19%	40%
Non-Economically Disadvantaged Students	10	705	711	767	*	*	0%	*	*	20%	70%
Students with Disabilities	15	696	693	726	67%	*	*	*	*	13%	25%
Students without Disabilities	98	719	719	762	31%	*	*	*	*	20%	64%
English Learners	50	703	701	720	*	*	*	*	*	*	17%
Non-English Learners	63	727	725	759	*	*	*	*	*	*	61%
Homeless Students	*	*	714	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	*	*	708	732	*	*	*	*	*	*	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	724	719	755	24%	27%	25%	*	*	24%	58%
White	*	*	725	763	*	*	*	*	*	*	68%
Hispanic	97	724	*	743	25%	27%	25%	*	*	24%	43%
Black or African American	10	714	714	738	*	*	*	*	*	10%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	61	733	726	762	*	30%	30%	*	*	28%	66%
Male	52	714	712	749	*	25%	19%	*	*	19%	51%
Economically Disadvantaged Students	*	*	719	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	723	766	*	*	*	*	*	*	71%
Students with Disabilities	15	687	693	724	*	*	*	*	*	*	22%
Students without Disabilities	98	730	722	762	*	*	*	*	*	*	65%
English Learners	25	694	693	712	*	*	*	*	*	*	11%
Non-English Learners	88	733	725	757	*	*	*	*	*	*	60%
Homeless Students	*	*	714	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	*	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	*	*	*	732	*	*	*	*	*	*	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	728	724	754	19%	23%	31%	*	*	26%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	89	730	727	742	18%	22%	33%	*	*	27%	42%
Black or African American	10	713	714	737	*	*	*	*	*	20%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	60	734	731	761	*	23%	32%	*	*	32%	64%
Male	43	719	717	748	*	23%	30%	*	*	19%	48%
Economically Disadvantaged Students	92	728	724	739	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	11	728	726	764	*	*	*	*	*	36%	68%
Students with Disabilities	16	697	696	723	*	*	*	*	*	*	18%
Students without Disabilities	87	734	727	760	*	*	*	*	*	*	63%
English Learners	16	700	700	712	*	*	*	*	*	*	*
Non-English Learners	87	733	727	755	*	*	*	*	*	*	*
Homeless Students	*	*	721	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	732	*	*	*	*	*	*	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	724	725	760	29%	18%	23%	*	*	30%	63%
White	*	*	*	768	*	*	*	*	*	*	72%
Hispanic	98	725	726	746	28%	18%	23%	*	*	31%	49%
Black or African American	*	*	717	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	55	734	734	769	*	18%	27%	*	*	38%	72%
Male	56	713	714	752	*	18%	20%	*	*	21%	54%
Economically Disadvantaged Students	96	723	724	742	*	*	*	*	*	30%	44%
Non-Economically Disadvantaged Students	15	726	731	771	*	*	*	*	*	27%	73%
Students with Disabilities	19	689	692	721	*	*	*	*	*	*	22%
Students without Disabilities	92	731	729	768	*	*	*	*	*	*	71%
English Learners	20	699	692	705	*	*	*	*	*	*	11%
Non-English Learners	91	729	728	762	*	*	*	*	*	*	64%
Homeless Students	*	*	718	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	*	*	*	716	*	*	*	*	*	*	21%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	734	730	759	24%	13%	20%	*	*	43%	60%
White	*	*	*	767	*	*	*	*	*	*	70%
Hispanic	79	738	734	744	20%	14%	20%	*	*	46%	45%
Black or African American	*	*	716	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	42	735	738	768	*	*	*	*	*	40%	69%
Male	49	734	721	751	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	*	*	730	740	*	*	*	*	*	*	42%
Non-Economically Disadvantaged Students	*	*	727	769	*	*	*	*	*	*	71%
Students with Disabilities	12	682	683	719	*	*	*	*	*	*	19%
Students without Disabilities	79	742	735	766	*	*	*	*	*	*	68%
English Learners	14	685	679	703	*	*	*	*	*	*	*
Non-English Learners	77	743	733	761	*	*	*	*	*	*	*
Homeless Students	*	*	709	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	*	*	*	718	*	*	*	*	*	*	21%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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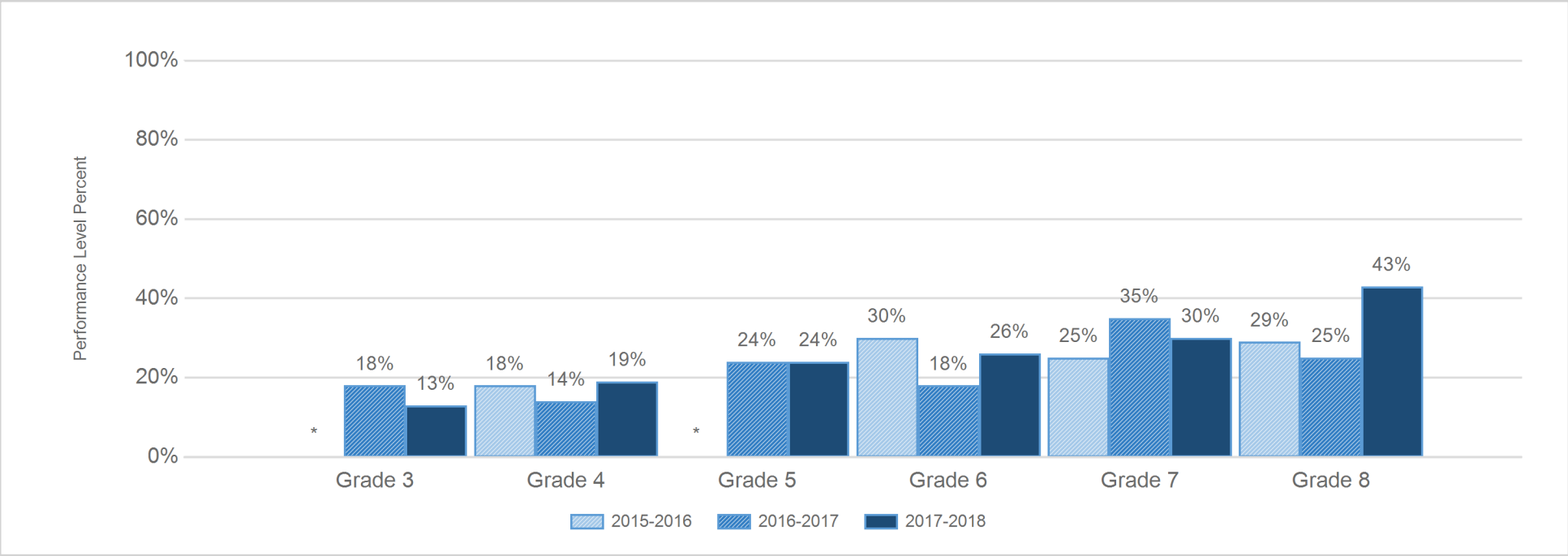
English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	625	99.5	17.0	*	45.0	17.0	19	Met Target†
White	*	*	19.0	22.5	54.1	19.0	13.5	Met Target
Hispanic	545	99.5	18.5	16.3	29.2	18.5	19.7	Met Target†
Black or African American	50	100.0	*	*	23.4	*	13	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	316	99.7	15.5	*	46.0	15.5		
Male	309	99.4	18.5	*	43.9	18.5		
Economically Disadvantaged Students	565	99.5	16.8	14.4	26.6	16.8	19.2	Met Target†
Non-Economically Disadvantaged Students	60	100.0	18.4	14.7	55.9	18.4		
Students with Disabilities	90	100.0	*	*	17.1	*	12.3	Not Met
Students without Disabilities	535	99.5	*	*	50.5	*		
English Learners	299	99.7	11.0	*	24.6	11.0	13.1	Met Target†
Non-English Learners	326	99.4	22.4	*	46.9	22.4		
Homeless Students	24	100.0	*	*	17.3	*		
Students In Foster Care	*	*	*	15.4	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	16	94.1	31.3	17.5	23.7	30.9		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	718	720	752	28%	29%	27%	17%	0%	17%	53%
White	*	*	715	760	*	*	*	*	*	*	64%
Hispanic	98	719	722	739	24%	32%	28%	16%	0%	16%	38%
Black or African American	*	*	712	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	47	712	721	752	*	*	*	*	*	*	53%
Male	62	722	718	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	721	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	710	762	*	*	*	*	*	*	66%
Students with Disabilities	13	684	681	730	*	*	*	*	*	*	29%
Students without Disabilities	96	722	723	756	*	*	*	*	*	*	57%
English Learners	48	708	715	726	*	*	*	*	*	*	23%
Non-English Learners	61	725	724	754	*	*	*	*	*	*	56%
Homeless Students	*	*	715	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	*	*	*	737	*	*	*	*	*	*	46%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	720	719	748	25%	30%	26%	19%	0%	19%	49%
White	*	*	*	755	*	*	*	*	*	*	60%
Hispanic	101	721	721	737	24%	30%	27%	20%	0%	20%	34%
Black or African American	*	*	710	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	57	724	721	748	21%	28%	30%	21%	0%	21%	50%
Male	59	717	717	748	29%	32%	22%	17%	0%	17%	49%
Economically Disadvantaged Students	105	721	720	733	*	*	*	*	*	19%	30%
Non-Economically Disadvantaged Students	11	711	712	758	*	*	*	*	*	18%	62%
Students with Disabilities	16	707	702	725	*	*	0%	*	*	13%	22%
Students without Disabilities	100	723	721	753	*	*	30%	*	*	20%	55%
English Learners	53	706	709	722	*	*	*	*	*	*	16%
Non-English Learners	63	733	725	750	*	*	*	*	*	*	52%
Homeless Students	*	*	715	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	*	*	722	731	*	*	*	*	*	*	32%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	721	718	748	24%	26%	37%	*	*	13%	49%
White	*	*	728	756	*	*	*	*	*	*	60%
Hispanic	100	723	*	736	21%	27%	37%	*	*	15%	32%
Black or African American	10	707	709	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	63	724	719	749	19%	24%	43%	*	*	14%	50%
Male	53	718	716	747	30%	28%	30%	*	*	11%	48%
Economically Disadvantaged Students	*	*	717	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	720	758	*	*	*	*	*	*	62%
Students with Disabilities	16	701	704	726	*	*	*	*	*	*	20%
Students without Disabilities	100	724	719	752	*	*	*	*	*	*	55%
English Learners	28	704	704	718	*	*	*	*	*	*	13%
Non-English Learners	88	727	721	750	*	*	*	*	*	*	51%
Homeless Students	*	*	717	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	*	*	*	728	*	*	*	*	*	*	29%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	717	719	744	26%	39%	20%	15%	0%	15%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	92	719	722	731	23%	41%	20%	16%	0%	16%	27%
Black or African American	10	701	708	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	62	719	721	745	21%	44%	18%	*	*	18%	45%
Male	44	714	717	742	34%	32%	23%	*	*	11%	42%
Economically Disadvantaged Students	95	716	719	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	720	719	753	*	*	*	*	*	*	56%
Students with Disabilities	17	696	698	717	*	*	*	*	*	*	13%
Students without Disabilities	89	721	721	748	*	*	*	*	*	*	49%
English Learners	19	702	701	713	*	*	*	*	*	*	11%
Non-English Learners	87	720	721	745	*	*	*	*	*	*	45%
Homeless Students	*	*	713	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	*	*	*	717	*	*	*	*	*	*	18%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	720	721	743	22%	39%	26%	14%	0%	14%	43%
White	*	*	*	750	*	*	*	*	*	*	54%
Hispanic	103	721	723	732	20%	38%	26%	16%	0%	16%	27%
Black or African American	*	*	713	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	59	721	724	745	19%	44%	24%	*	*	14%	45%
Male	57	719	718	741	25%	33%	28%	*	*	14%	42%
Economically Disadvantaged Students	101	720	721	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	15	724	721	751	*	*	*	*	*	*	55%
Students with Disabilities	19	698	698	717	*	*	*	*	*	*	12%
Students without Disabilities	97	725	725	748	*	*	*	*	*	*	50%
English Learners	25	703	702	716	*	*	*	*	*	*	10%
Non-English Learners	91	725	724	744	*	*	*	*	*	*	45%
Homeless Students	*	*	719	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	*	*	*	718	*	*	*	*	*	*	11%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	715	718	728	36%	27%	21%	16%	0%	16%	28%
White	*	*	*	736	*	*	*	*	*	*	36%
Hispanic	76	718	721	722	33%	24%	25%	18%	0%	18%	22%
Black or African American	*	*	710	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	41	719	722	731	27%	32%	*	*	*	12%	31%
Male	48	711	714	725	44%	23%	*	*	*	19%	26%
Economically Disadvantaged Students	*	*	718	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	717	735	*	*	*	*	*	*	35%
Students with Disabilities	12	679	683	705	*	*	*	*	*	*	*
Students without Disabilities	77	720	722	735	*	*	*	*	*	*	*
English Learners	17	687	684	705	*	*	*	*	*	*	10%
Non-English Learners	72	721	721	729	*	*	*	*	*	*	29%
Homeless Students	*	*	704	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	*	*	*	703	*	*	*	*	*	*	10%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	718	746	*	*	*	*	*	*	46%
White	N	N	708	755	N	N	N	N	N	N	57%
Hispanic	*	*	721	730	*	*	*	*	*	*	27%
Black or African American	N	N	710	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	*	*	720	748	*	*	*	*	*	*	48%
Male	*	*	716	745	*	*	*	*	*	*	44%
Economically Disadvantaged Students	*	*	718	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	N	N	719	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	699	716	N	N	N	N	N	N	13%
Students without Disabilities	*	*	720	752	*	*	*	*	*	*	52%
English Learners	N	N	695	710	N	N	N	N	N	N	*
Non-English Learners	*	*	722	749	*	*	*	*	*	*	*
Homeless Students	N	N	709	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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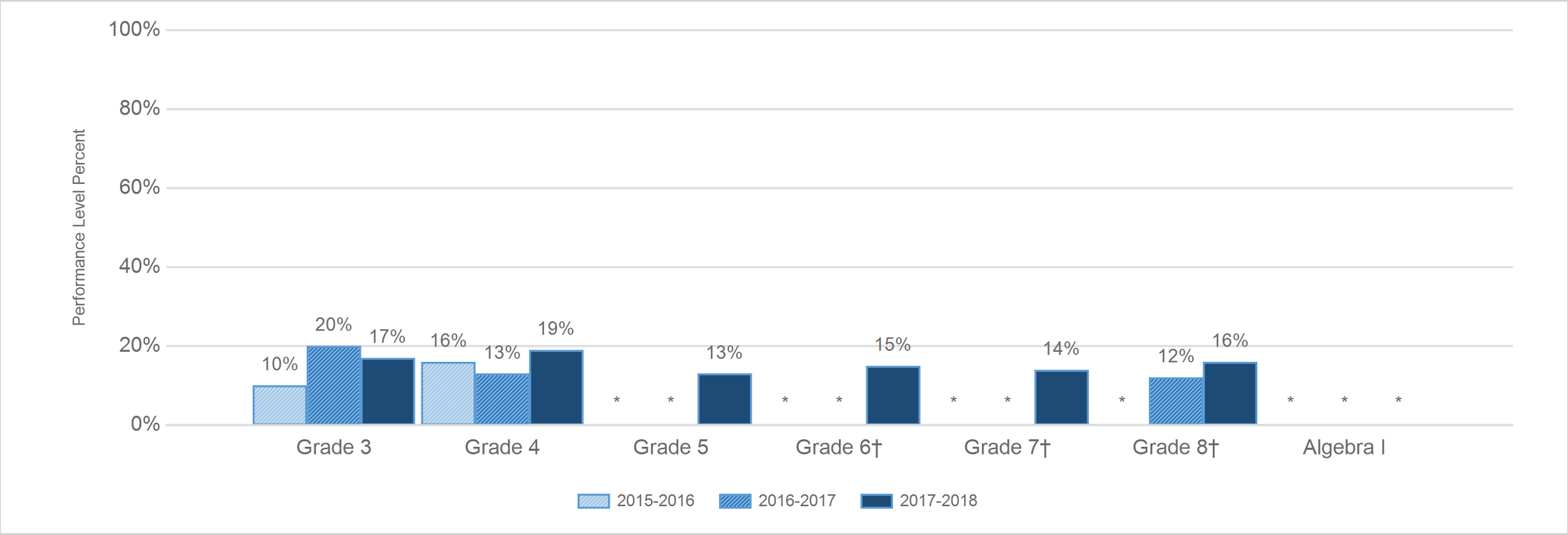
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.6%	46.8%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	90	*	*
3-4	140	*	*
5 or more	155	*	*

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	99
7	0	0	111
8	0	0	86
Total	0	0	296

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	99
7	0	0	0	0	0	0	111
8	0	0	0	0	0	0	86
Total	0	0	0	0	0	0	296

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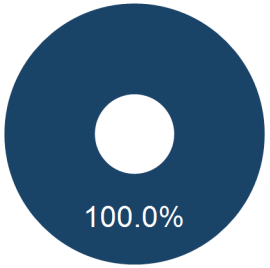
Visual and Performing Arts – Course Participation

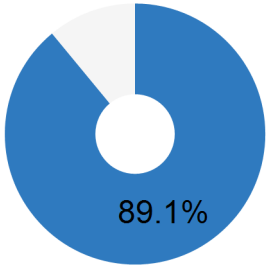
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

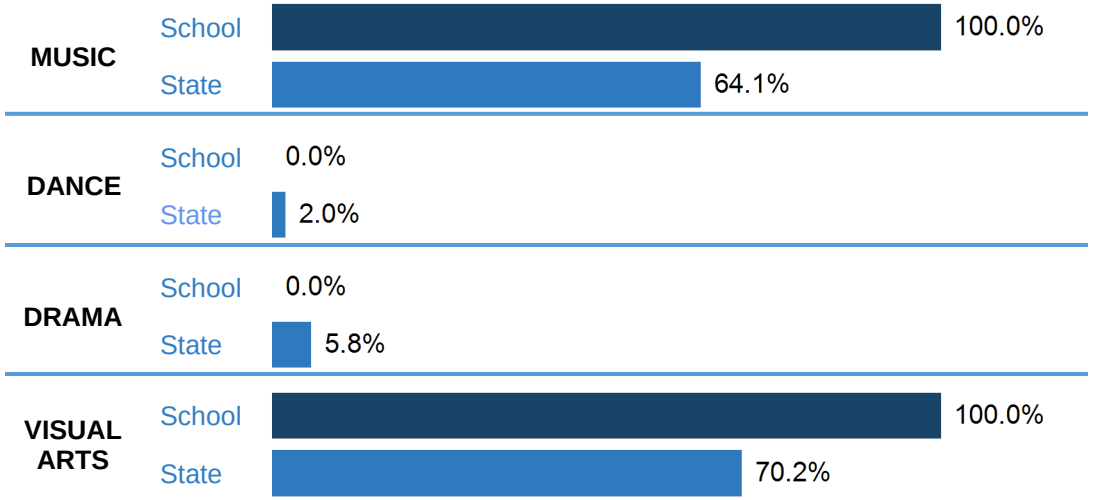


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations.

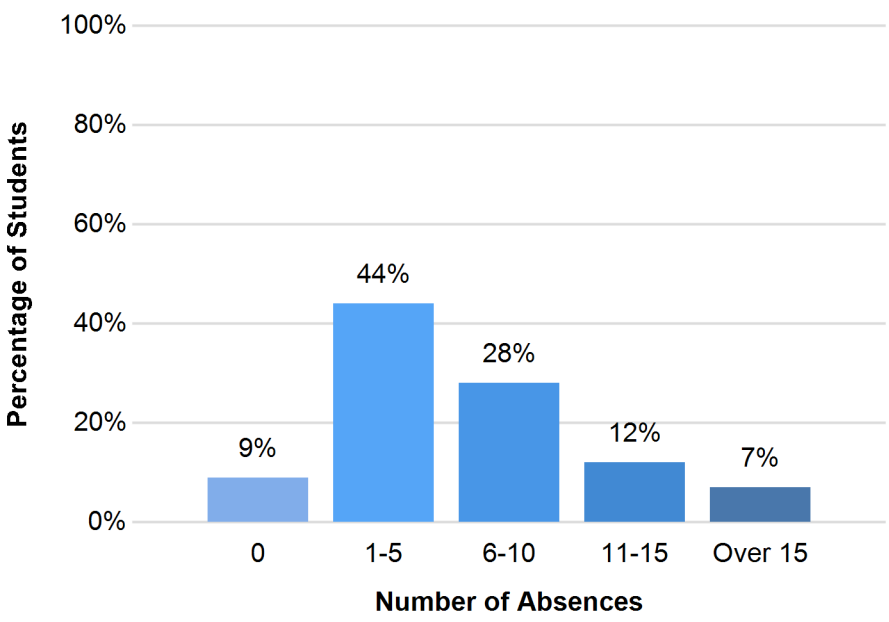
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	64	6.5	9.1	Met
White	4	14.8	9.1	Not Met
Hispanic	46	5.4	9.1	Met
Black or African American	7	8.9	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	7	46.7	**	**
Economically Disadvantaged Students	55	6.2	9.1	Met
Students with Disabilities	10	7.5	9.1	Met
English Learners	19	5.0	9.1	Met

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
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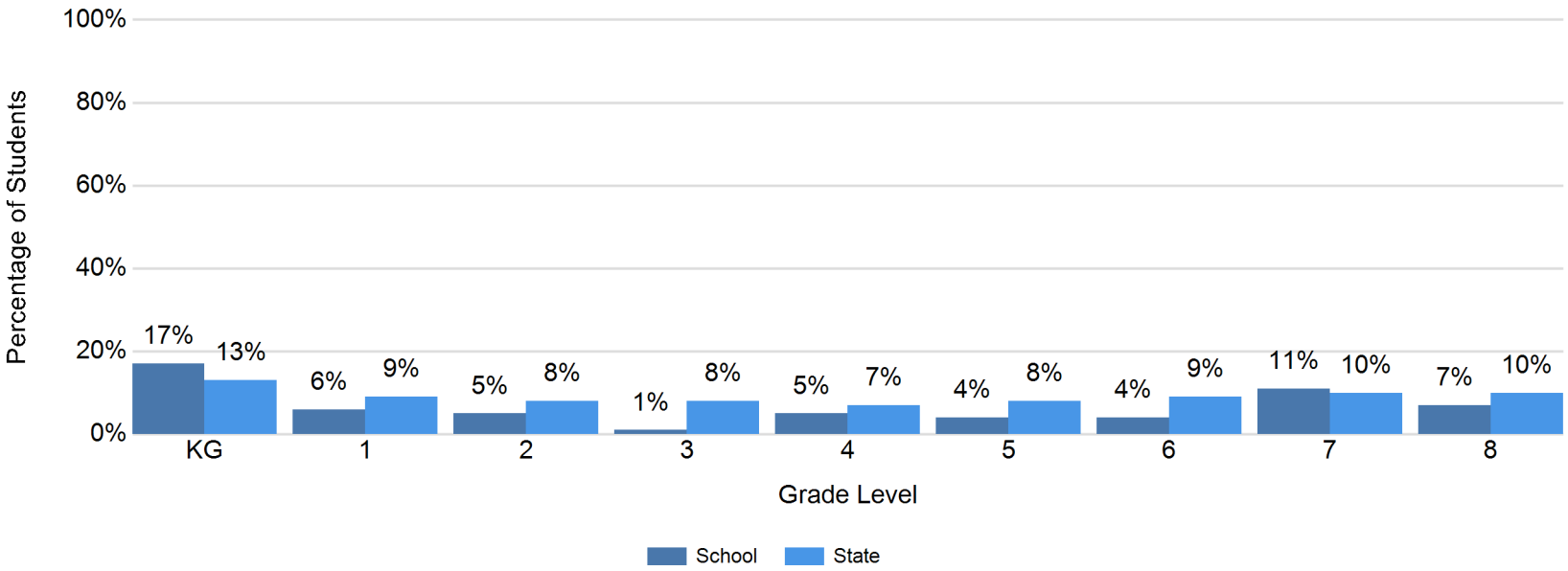
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	63
Weapons	2
Vandalism	9
Substances	4
Harassment, Intimidation, Bullying (HIB)	24
Total Unique Incidents	102
Incidents Per 100 Students Enrolled	10.54

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	2
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	2	4
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	1	1
Other	13	21	34
No Identified Nature	37		37

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	133	13.7%
Out-of-School Suspensions	24	2.5%
Any Suspension	143	14.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
138

NJ SCHOOL PERFORMANCE REPORT

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	N

Device Ratios

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

School Year	Student to Device Ratio
2017-18	N

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,180	$13,694	$14,874

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	88	117,464
Average years experience in public schools	12.1	12.0
Average years experience in district	9.6	10.7
Teachers in district for 4 or more years	79.5%	75.5%

Administrators – Experience (District Level)

This table shows information about experience for administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,374
Average years experience in public schools	17.5	16.0
Average years experience in district	13.3	12.0
Administrators in district for 4 or more years	70.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	242:1	184:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		1040:1
Students to Nurses		520:1
Students to Counselors		240:1
Students to Child Study Team		520:1

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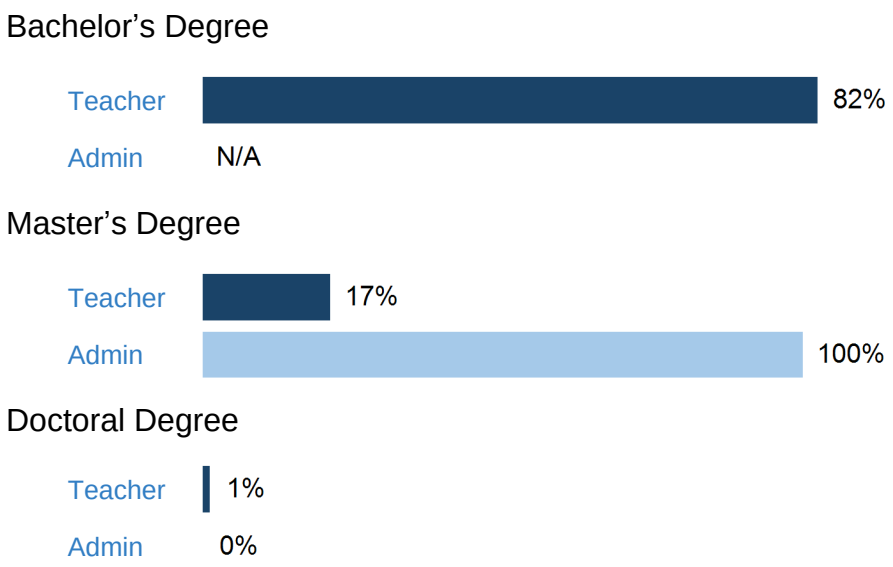
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.7%	90.2%
2016-17 Administrators: Same district 2017-18	88.9%	86.2%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2017-18	86.4%

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	88.6%	75.0%
Male	11.4%	25.0%
White	77.3%	75.0%
Hispanic	18.2%	0.0%
Black or African American	3.4%	25.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	1.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	6.40	15.0%
Mathematics Proficiency	4.50	15.0%
English Language Arts Growth	45.91	20.0%
Mathematics Growth	37.74	20.0%
Progress Towards English Language Proficiency	19.36	20.0%
Chronic Absenteeism	57.55	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	27.99	n/a
Summative Rating: Percentile Rank of Summative Score	16.17	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target†	Met Standard	Met Standard	Met Target†	Met	No
White	**	**	No	Met Target	Met Target	**	**	n/a	Not Met	No
Hispanic	45.16	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	25.99	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	49.37	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	26.18	14.08	No	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
English Learners	33.46	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

BROAD STREET SCHOOL
(11-0540-030)
Grades Offered: KG-08
2017-2018

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

School Narrative

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

Highlights:	• • 2017-2019 NJ School of Character • Apple TVs in the Classroom • Host to Statewide Debate Competition
Mission, Vision, Theme:	The mission of the Broad Street School is to promote academic excellence and provide the opportunity for pupils to attain their individual, social, emotional, and physical potential. A challenging and enriching education will be provided for all students through teamwork and cooperation resulting in their development into mature productive citizens who can succeed in their own lives and to make positive contributions to society.

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Courses, Curriculum, Instruction:	Broad Street School implements the New Jersey Model Curriculum in Language Arts and Mathematics providing the framework through which students will achieve the New Jersey State Standards. The standards require students to be creative problem solvers and apply specific skills across content areas. The model curriculum also provides the expectation that all students will master their grade level standards.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Track and Field - Spring (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls) The students of Broad Street are provided the opportunity to participate in the district wide middle school sports program. This is available to students in grades 6-8.
Clubs and Activities:	Broad Street School offers a number of clubs for the students including but not limited to Robotics, 24 club, Reading. Math and Mindcraft. Broad Street School also has an established Debate Team providing a select number of students the opportunity participate in statewide debates held throughout NJ including Broad Street School as a host.

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Before and After School Programs:	Broad Street hosts the Pathways program which services students in grades 4 through 8. Pathways provides students with additional educational experiences and supports geared towards the Arts.
Staff and Professional Learning:	Teachers and Administrators are continually meeting in PLCs and also partake in District and school provided professional development opportunities. These collaborative sessions focus on data analysis, student achievement, programmatic development and curricular design.

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Student Supports and Services:	Broad Street School provides supports to English Language Learners such as Bilingual instruction, ESL services, a Newcomers program and transitional services. An I&RS Team meets throughout the year to determine supports and interventions needed for identified students. The Child Study Team is available to develop and provide specialized programs that support the needs of Broad Street School's Special Education population.
Student Health and Wellness:	Every student at Broad Street School is provided with a nutritional breakfast and lunch free of charge. Students have access to a variety of healthy snacks through the Fresh Fruit and Vegetable program. Broad Street School's Health and Wellness committee provides stakeholders with information pertaining to nutrion, hygiene and cardiovascular health. This committee also provides evening events open to parents and students to engage in health related activities.
Parent and Community Involvement:	Broad Street School is staffed with both a Community Parent Involvment Specialist and Parent Liason. These individuals work as a team to develop both daytime and evening events that engage all members of the community. Examples of such events include Breakfast with Dad, Fall Film and Reading Festival and the Dr. Seuss Literacy Night.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school district provides a school climate survey that is completed by the staff, students and parents of Broad Street School. This data is then analyzed and used to determine successes and areas in need of improvement pertaining to establishing and sustaining a positive school climate.
Facilities:	Broad Street School has undergone a number of rennovations including the refurbishing of the auditorium, reconstruction of outside stairs and parking lot, repointing of the building exterior, and installment of an electronic sign identifying the school.

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Other Information:	Broad Street School is staffed with 2 Anti-Bullying Specialists who provide data and information to the School Safety Committee regarding incidents of bullying and developing strategies to address concerns of bullying. There are also 2 Technology Coordinators at Broad Street who support and provide services to the staff based on their technological needs. The students of Broad Street School take part in district initiated events that recognize thier achievement in education. These events include but are not limited to Olympic Day, Parade Of Champions, Positive Behavior Support In Schools, and Student of the Month.