NJ SCHOOL PERFORMANCE REPORT

REV. DR. ERCEL F. WEBB SCHOOL
(17-2390-200)
Grades Offered: PK-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	JERSEY CITY
Principal Name	DR. ANDERSON
Address	264 VAN HORNE STREET JERSEY CITY, NJ 07304
Phone Number	(201)915-6480
Email Address	JANDERSON@JCBOE.ORG
Website	http://www.jcboe.org
Facebook	http://www.facebook.com/WEBBPS22

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Enrollment Trends by Grade

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

Grade	2015-16	2016-17	2017-18
PK	191	181	149
KG	98	86	98
1	70	93	77
2	97	74	90
3	122	103	93
4	98	115	104
5	97	105	109
Total	773	757	720

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	47.7%	48.3%	49.4%
Male	52.3%	51.7%	50.6%
Economically Disadvantaged Students	80.3%	79.9%	61.7%
Students with Disabilities	22.1%	23.2%	21.9%
English Learners	3.1%	3.7%	3.5%
Homeless Students		0.9%	2.9%
Students in Foster Care		0.4%	0.6%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	6.2%	5.8%	5.6%
Hispanic	45.7%	48.1%	51.4%
Black or African American	39.7%	38.4%	40.0%
Asian	7.0%	6.2%	2.2%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.9%	1.2%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	191	181	149
KG - Half Day	0	0	0
KG - Full Day	98	86	98

Enrollment by Home Language

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

Home Language	% of Students
English	63.3%
Spanish	28.2%
Uncoded languages	3.1%
Catalan	2.4%
Arabic	1.0%
Other Languages	2.1%

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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	52	53	50	Met Standard	48	52	50	Met Standard
White	*	59	50	**	*	59	51	**
Hispanic	55	52	49	Met Standard	57	50	48	Met Standard
Black or African American	51	46	44	Met Standard	46	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	61	61	**	*	63	61	**
American Indian or Alaska Native	N	75	52	**	N	*	53	**
Two or More Races	*	52	49	**	*	59	51	**
Economically Disadvantaged	54	52	48	Met Standard	48	50	47	Met Standard
Students with Disabilities	26	42	41	Not Met	40	41	43	Met Standard
English Learners	*	63.5	54	**	*	58	51	**

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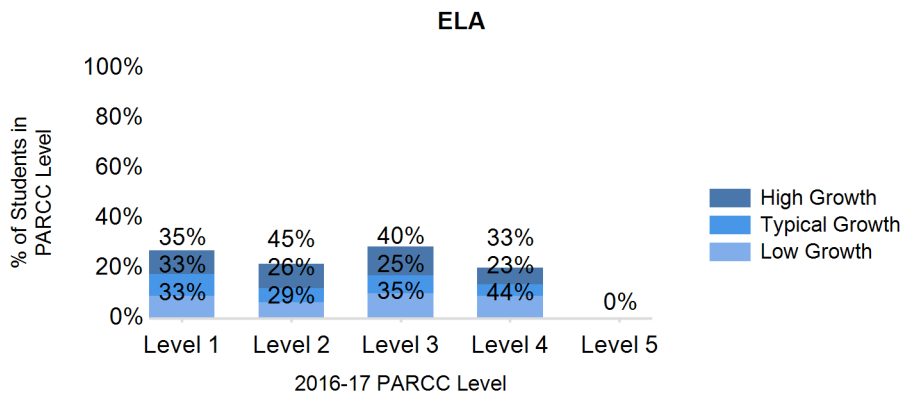
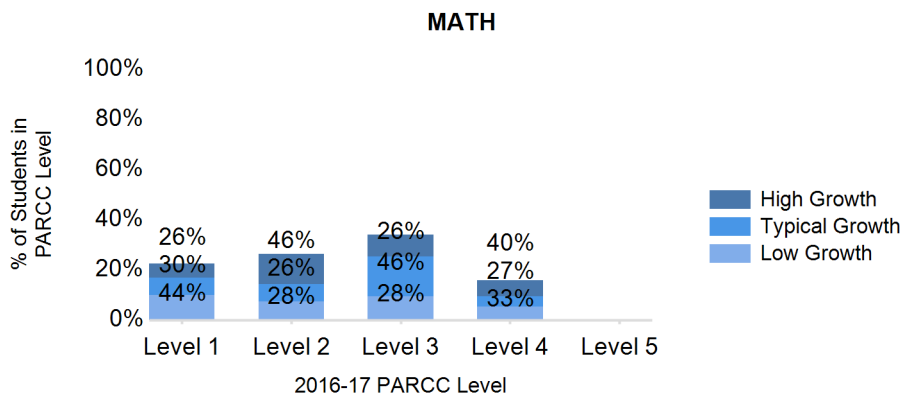
Student Growth by Performance Level

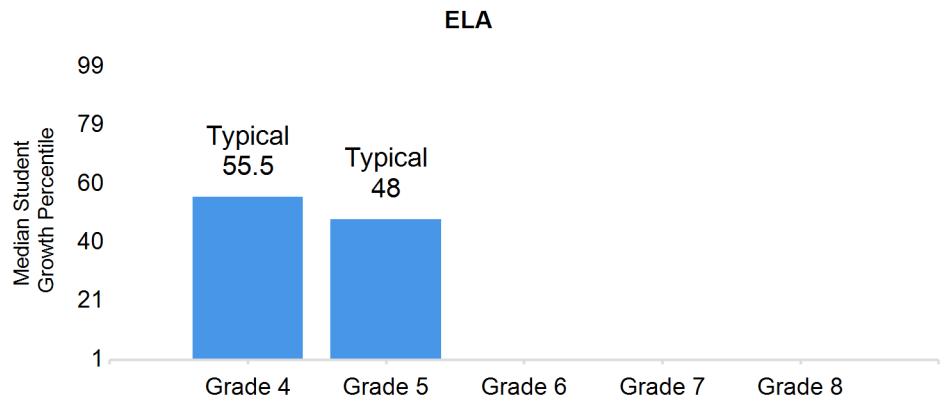
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

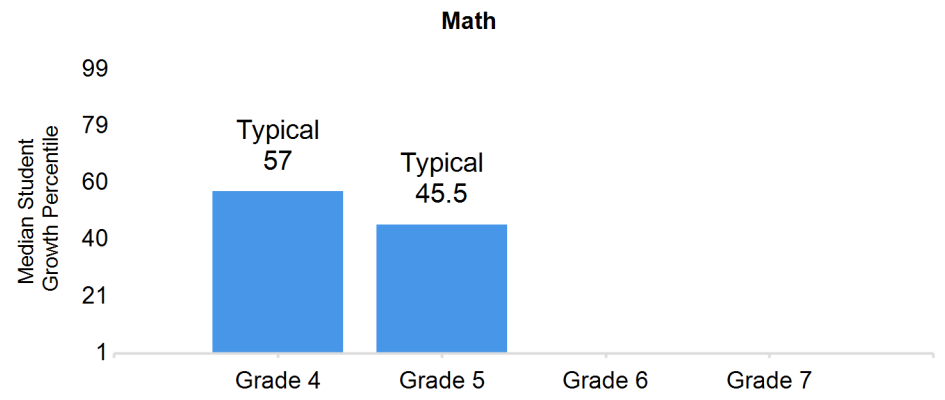




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	281	98.6	32.0	47.8	56.7	32.0	32	Met Target
White	*	*	*	55.3	65.6	*	**	**
Hispanic	149	100.0	36.2	*	42.5	36.2	40.8	Met Target†
Black or African American	119	96.7	26.9	32.8	37.3	26.9	24.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	74.3	82.3	*	**	**
American Indian or Alaska Native	N	N	N	65.2	52.7	N	**	**
Two or More Races	*	*	*	61.5	63.4	*	**	**
Female	128	97.7	39.0	54.1	64.5	39.0		
Male	153	99.4	26.1	41.9	49.4	26.1		
Economically Disadvantaged Students	242	98.8	31.8	43.6	38.5	31.8	32	Met Target†
Non-Economically Disadvantaged Students	39	97.6	33.4	60.5	67.5	33.4		
Students with Disabilities	55	98.2	*	14.2	21.6	*	17.6	Not Met
Students without Disabilities	226	98.7	*	54.1	63.9	*		
English Learners	14	100.0	*	15.1	27.3	*	**	**
Non-English Learners	267	98.5	*	51.3	59.4	*		
Homeless Students	*	*	*	32.3	27.7	*		
Students In Foster Care	*	*	*	19.1	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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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	74	727	749	750	32%	*	*	32%	0%	32%	52%
White	N	N	759	759	N	N	N	N	N	N	61%
Hispanic	44	731	741	736	27%	*	*	32%	0%	32%	38%
Black or African American	30	721	732	733	40%	*	*	33%	0%	33%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	781	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	35	727	754	756	31%	*	*	*	*	29%	57%
Male	39	727	743	744	33%	*	*	*	*	36%	46%
Economically Disadvantaged Students	62	727	741	733	*	*	*	*	*	29%	34%
Non-Economically Disadvantaged Students	12	728	770	762	*	*	*	*	*	50%	64%
Students with Disabilities	11	672	700	719	*	*	*	*	*	*	24%
Students without Disabilities	63	737	755	756	*	*	*	*	*	*	57%
English Learners	*	*	718	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	753	*	*	*	*	*	*	55%
Homeless Students	*	*	720	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	736	749	756	19%	24%	20%	*	*	37%	58%
White	*	*	759	764	*	*	*	*	*	*	68%
Hispanic	50	743	745	744	*	24%	*	*	*	46%	44%
Black or African American	36	729	732	739	*	*	*	*	*	28%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	40	747	*	762	*	25%	*	*	*	50%	63%
Male	51	727	*	751	*	24%	*	*	*	27%	53%
Economically Disadvantaged Students	79	735	744	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	12	741	764	767	*	*	*	*	*	42%	70%
Students with Disabilities	18	690	707	726	*	*	*	*	*	*	25%
Students without Disabilities	73	747	755	762	*	*	*	*	*	*	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	759	*	*	*	*	*	*	61%
Homeless Students	*	*	734	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	107	734	747	755	15%	21%	36%	27%	0%	27%	58%
White	*	*	756	763	*	*	*	*	*	*	68%
Hispanic	56	737	745	743	*	*	41%	29%	0%	29%	43%
Black or African American	46	730	728	738	*	26%	30%	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	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	48	736	*	762	*	*	25%	*	*	40%	66%
Male	59	733	*	749	*	*	46%	*	*	17%	51%
Economically Disadvantaged Students	93	736	743	739	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	14	724	759	766	*	*	*	*	*	14%	71%
Students with Disabilities	14	701	708	724	*	*	*	*	*	*	22%
Students without Disabilities	93	739	753	762	*	*	*	*	*	*	65%
English Learners	*	*	713	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	*	*	737	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	714	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	N	*	732	N	N	N	N	N	N	33%

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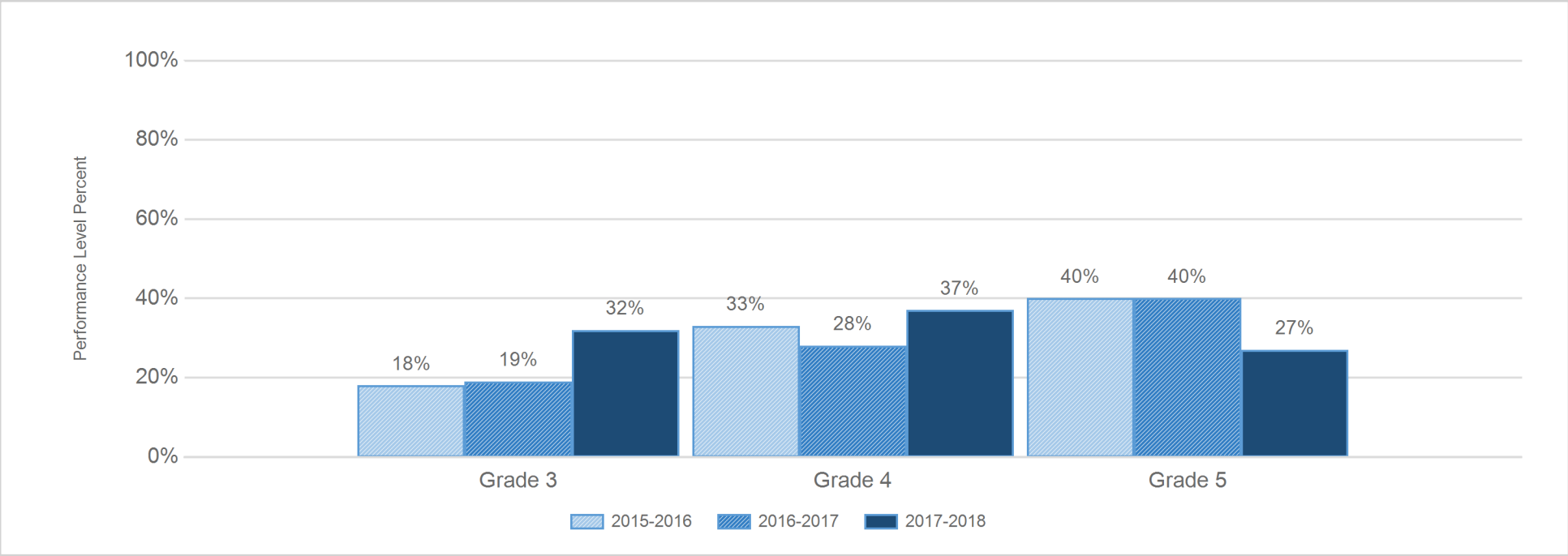
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	283	98.0	21.5	34.1	45.0	21.5	19.6	Met Target
White	*	*	*	45.2	54.1	*	**	**
Hispanic	152	99.4	28.3	28.5	29.2	28.3	22	Met Target
Black or African American	118	95.9	13.6	17.8	23.4	13.6	16.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.9	77.0	*	**	**
American Indian or Alaska Native	N	N	N	50.0	42.5	N	**	**
Two or More Races	*	*	*	52.3	53.0	*	**	**
Female	128	96.3	20.3	35.7	46.0	20.3		
Male	155	99.4	22.5	32.7	43.9	22.5		
Economically Disadvantaged Students	241	98.0	21.5	30.2	26.6	21.5	19.3	Met Target
Non-Economically Disadvantaged Students	42	97.9	21.5	45.9	55.9	21.5		
Students with Disabilities	55	98.2	*	*	17.1	*	11.6	Not Met
Students without Disabilities	228	97.9	*	*	50.5	*		
English Learners	18	100.0	*	16.6	24.6	*	N	N
Non-English Learners	265	97.8	*	36.2	46.9	*		
Homeless Students	*	*	*	17.7	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	724	746	752	30%	18%	27%	*	*	25%	53%
White	N	N	758	760	N	N	N	N	N	N	64%
Hispanic	47	730	740	739	28%	*	32%	*	*	28%	38%
Black or African American	30	715	728	734	33%	*	*	*	*	20%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	777	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	37	719	746	752	32%	*	30%	*	*	19%	53%
Male	40	729	746	751	28%	*	25%	*	*	30%	53%
Economically Disadvantaged Students	62	723	740	736	*	*	34%	*	*	21%	35%
Non-Economically Disadvantaged Students	15	728	762	762	*	*	0%	*	*	40%	66%
Students with Disabilities	11	702	715	730	*	*	*	*	*	*	29%
Students without Disabilities	66	728	750	756	*	*	*	*	*	*	57%
English Learners	*	*	732	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	748	754	*	*	*	*	*	*	56%
Homeless Students	*	*	724	723	*	*	*	*	*	*	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	55%
Migrant Students	N	N	N	737	N	N	N	N	N	N	46%

NJ SCHOOL PERFORMANCE REPORT

REV. DR. ERCEL F. WEBB SCHOOL
(17-2390-200)
Grades Offered: PK-05
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
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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	94	724	738	748	27%	20%	31%	22%	0%	22%	49%
White	*	*	748	755	*	*	*	*	*	*	60%
Hispanic	53	730	735	737	*	*	28%	32%	0%	32%	34%
Black or African American	36	717	721	730	31%	*	36%	*	*	11%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	41	726	*	748	*	*	37%	*	*	22%	50%
Male	53	722	*	748	*	*	26%	*	*	23%	49%
Economically Disadvantaged Students	80	724	733	733	*	*	*	*	*	24%	30%
Non-Economically Disadvantaged Students	14	723	751	758	*	*	*	*	*	14%	62%
Students with Disabilities	18	697	710	725	*	*	*	*	*	*	22%
Students without Disabilities	76	730	742	753	*	*	*	*	*	*	55%
English Learners	*	*	727	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	740	750	*	*	*	*	*	*	52%
Homeless Students	*	*	720	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-200)
Grades Offered: PK-05
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	106	724	736	748	18%	31%	33%	18%	0%	18%	49%
White	*	*	746	756	*	*	*	*	*	*	60%
Hispanic	56	729	733	736	*	23%	39%	*	*	21%	32%
Black or African American	45	719	718	730	*	40%	27%	*	*	13%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	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	47	728	*	749	*	32%	32%	*	*	21%	50%
Male	59	722	*	747	*	31%	34%	*	*	15%	48%
Economically Disadvantaged Students	92	725	732	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	14	718	747	758	*	*	*	*	*	*	62%
Students with Disabilities	14	711	714	726	*	*	*	*	*	*	20%
Students without Disabilities	92	726	740	752	*	*	*	*	*	*	55%
English Learners	*	*	723	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	51%
Homeless Students	*	*	716	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	705	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	*	728	N	N	N	N	N	N	29%

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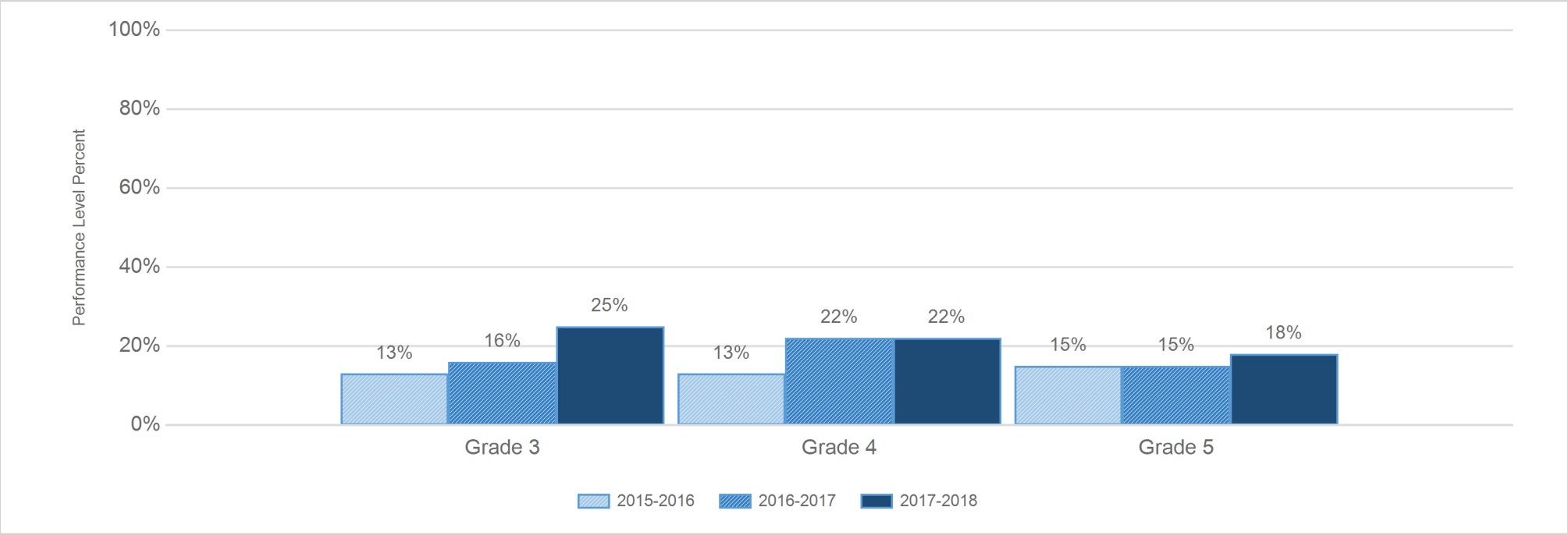
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	33.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	N	N	N
3-4	16	87.5%	12.5%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

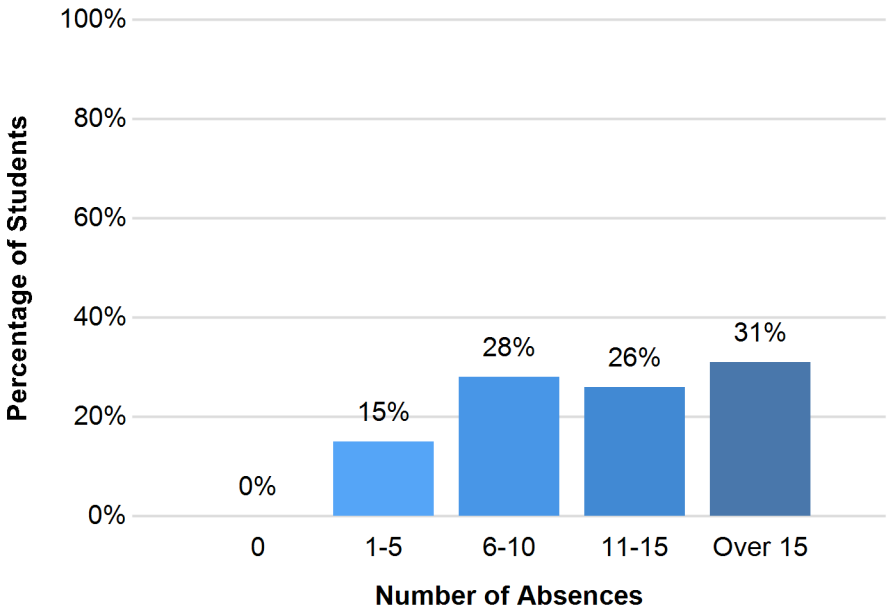
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	127	22.1	8.9	Not Met
White	1	5.3	**	**
Hispanic	55	18.2	8.9	Not Met
Black or African American	70	29.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	97	27.1	8.9	Not Met
Students with Disabilities	33	25.0	8.9	Not Met
English Learners	3	12.0	8.9	Not Met

Days Absent

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



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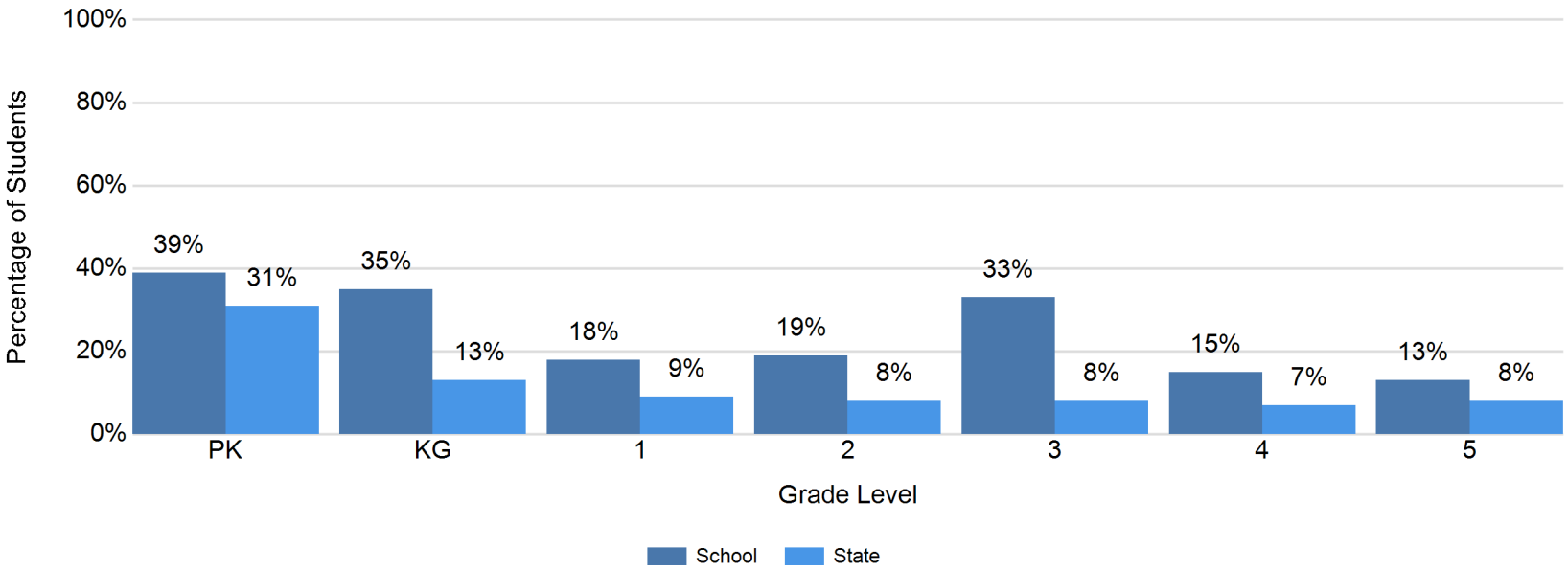
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	8		8

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	3.1:1

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)	$1,067	$17,499	$18,566

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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	64	117,464
Average years experience in public schools	13.5	12.0
Average years experience in district	13.3	10.7
Teachers in district for 4 or more years	89.1%	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	133	9,374
Average years experience in public schools	21.0	16.0
Average years experience in district	20.8	12.0
Administrators in district for 4 or more years	97.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	720:1	218:1
Teachers to Administrators	64:1	18:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		558:1
Students to Counselors		427:1
Students to Child Study Team		209:1

NJ SCHOOL PERFORMANCE REPORT

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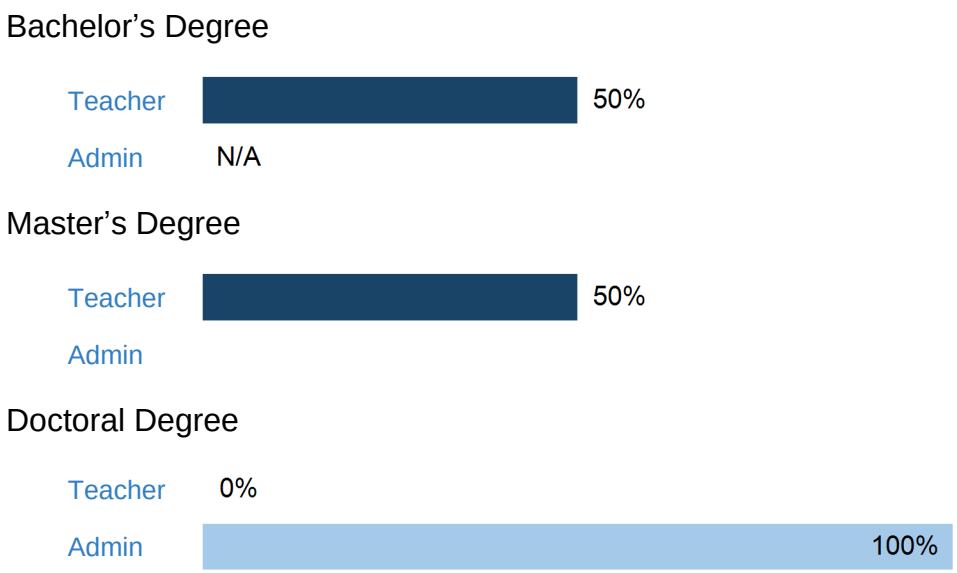
Teachers and Administrators - Level of Education

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	92.6%	90.2%
2016-17 Administrators: Same district 2017-18	84.9%	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	96.0%

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Key terms for staff data:
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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	90.6%	100.0%
Male	9.4%	0.0%
White	39.1%	100.0%
Hispanic	28.1%	0.0%
Black or African American	26.6%	0.0%
Asian	4.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.6%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-200)
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2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	12.50	17.5%
Mathematics Proficiency	10.60	17.5%
English Language Arts Growth	53.32	25.0%
Mathematics Growth	46.53	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	5.64	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	29.85	n/a
Summative Rating: Percentile Rank of Summative Score	18.72	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	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	50.68	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	42.21	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	42.62	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	16.03	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	**	**	No	**	N	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Community partnerships bring outside agencies to our students both in volunteering their time and contributing resources. • Shared leadership with staff, parents, and students allows programs, initiatives, and resources to be allocated in ways that meet the needs of the school community. • The culture of learning supports student learners and adult learners. Opportunities for development are a priority for students and staff as we continue to learn and implement best practices.
Mission, Vision, Theme:	Through community collaboration, we will build confident, reflective, and inquisitive learners.
Awards, Recognition, Accomplishments:	P.S. #22 has received the bronze award for Healthy Schools sponsored by the Clinton Foundation. The Michelle Obama Let's Move Initiative recognized us. We also received a bronze award from USDA, along with a $500 monetary gift. All awards were based on programs and access to healthy activities in the school run by the physical education teacher.

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Courses, Curriculum, Instruction:	P.S. #22 offers students in grades 2-5 a Saturday Enrichment program.
Clubs and Activities:	Students in grade 5 design and present clubs of interest to be offered after school, such as drama club, game club, book/movie review club.

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Before and After School Programs:	P.S. #22 offers a morning program for parents in need of early drop off. Morning program starts at 7:30 and serves all Pre-K through grade 5 students. We offer 3 after school programs. One is sponsored by the school district and 2 are community partnerships. One provides homework help and recreation servicing Pre-K through grade 5. One provides tutoring, mentoring, performing arts, and services grades 2-5
Staff and Professional Learning:	Professional learning is important to develop best instructional practices to our students. At P.S. #22 Professional Learning Communities (PLCs) meet weekly to discuss student data and plan instruction accordingly. We also provide consultants to support specific strategies and capitalize on professional development offered by the district and local agencies. We also partner with local universities to access current pedagogy.

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Student Supports and Services:	P.S. #22 houses inclusion classrooms for every grade level, as well as self-contained classrooms in order to support students with disabilities. We offer the self-contained classrooms for students of P.S. #22 and nearby schools who do not have the service. Each classroom provides intervention curriculum for struggling students. Tutoring and after-school programs are offered for students who need additional academic support. ESL students are bused to a nearby school to provide programs to meet their needs.
Student Health and Wellness:	Students at P.S. #22 receive breakfast and lunch everyday. Students who participate in certain after school programs also receive dinner. Students participate in phys ed weekly and during recess utilize the neighborhood park.
Parent and Community Involvement:	P.S. #22 has a Parent Council who meets monthly for updates on events and presentations on areas of interest. The school offers monthly events for parents to participate in classroom activities, as well as several evening themed events. We also have community partnerships who volunteer in classrooms and provide donations for a variety of school events.

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Facilities:	P.S. #22 has recently had several improvements to update and refurbish student spaces. The improvements include; the resurfacing of both gymnasiums, all classrooms painted, and the pool retiled. We also have access to a city park across the street from the school.
School Safety:	P.S. #22 has a school Climate and Safety Committee, consisting of various staff and parents, assesses the safety of the school and implements safety procedures. We also use Positive Behavior Supports in Schools (PBSIS) to ensure a positive approach to student behavior and includes peer mediation.

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Technology and STEM:	At P.S. #22 every classroom has a SMART board for embedding internet resources into daily classroom instruction. We also provide each student, in grades 2 through 5, with a chrome book for research and personalized learning programs. Grades Pre-K through Grade 1 have daily access to IPads with applications tailored to their developmental levels.
Early Childhood Education:	P.S. #22 offers a full day Pre-K program for all neighborhood 4 year olds. We also provide full day Pre-K for students bused from other schools. This allows a greater focus on early childhood curriculum and programming.