NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
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

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	MS. BARNES
Address	220 VIRGINIA AVE JERSEY CITY, NJ 07304-1424
Phone Number	(201)915-6510
Email Address	RBARNES@JCBOE.ORG
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=407&Itemid=1027
Twitter	http://twitter.com/CJWatters24

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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	0	0	0
KG	75	70	58
1	94	62	68
2	88	79	47
3	91	94	68
4	85	82	105
5	119	125	129
6	120	95	107
7	113	105	76
8	102	104	112
Total	887	816	770

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	48.0%	47.2%	48.4%
Male	52.0%	52.8%	51.6%
Economically Disadvantaged Students	75.8%	76.1%	58.2%
Students with Disabilities	12.4%	12.5%	12.6%
English Learners	8.0%	7.6%	10.5%
Homeless Students		0.7%	1.3%
Students in Foster Care		0.6%	0.4%
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	15.6%	12.5%	12.3%
Hispanic	26.4%	27.3%	30.6%
Black or African American	44.9%	44.9%	41.9%
Asian	10.9%	12.9%	11.8%
Native Hawaiian or Pacific Islander	1.0%	1.2%	1.6%
American Indian or Alaska Native	0.3%	0.2%	0.0%
Two or More Races	0.9%	1.0%	1.7%

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	0	0	0
KG - Half Day	0	0	0
KG - Full Day	75	70	58

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	69.9%
Spanish	11.6%
Arabic	5.7%
Tagalog	4.2%
Creoles and pidgins, English based	1.4%
Other Languages	7.3%

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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	49	53	50	Met Standard	34	52	50	Not Met
White	53	59	50	Met Standard	45	59	51	Met Standard
Hispanic	50	52	49	Met Standard	33	50	48	Not Met
Black or African American	42.5	46	44	Met Standard	32	44	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	57	61	61	Met Standard	40.5	63	61	Met Standard
American Indian or Alaska Native	N	75	52	**	N	*	53	**
Two or More Races	*	52	49	**	26	59	51	**
Economically Disadvantaged	48	52	48	Met Standard	34	50	47	Not Met
Students with Disabilities	44	42	41	Met Standard	25	41	43	Not Met
English Learners	62.5	63.5	54	Exceeds Standard	54	58	51	Met Standard

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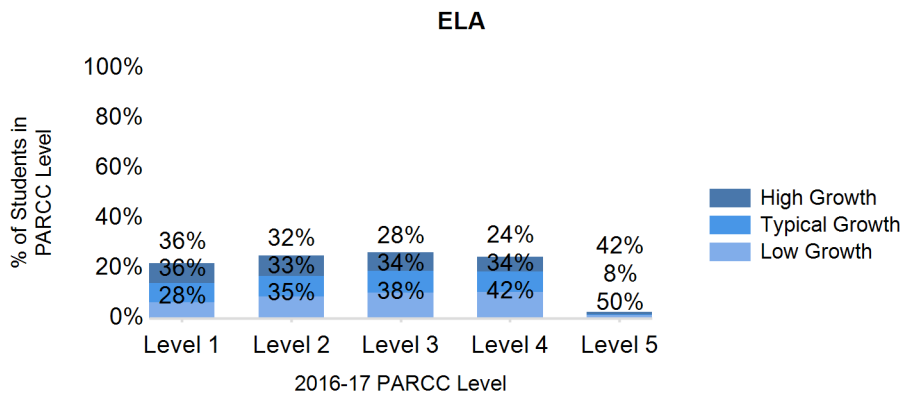
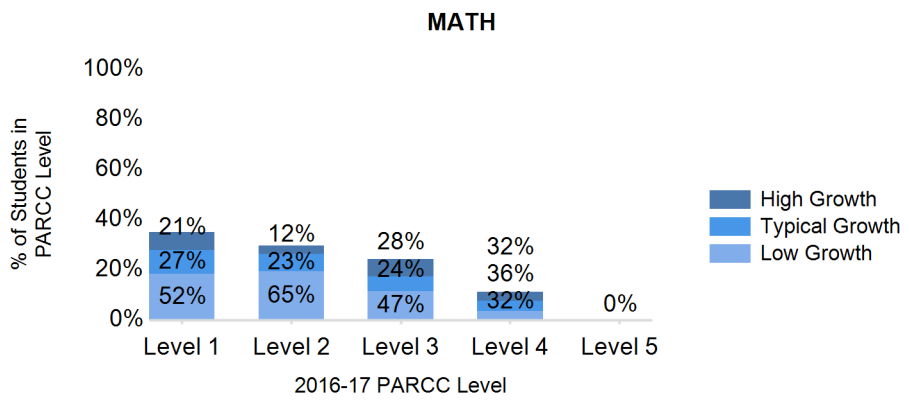
Student Growth by Performance Level

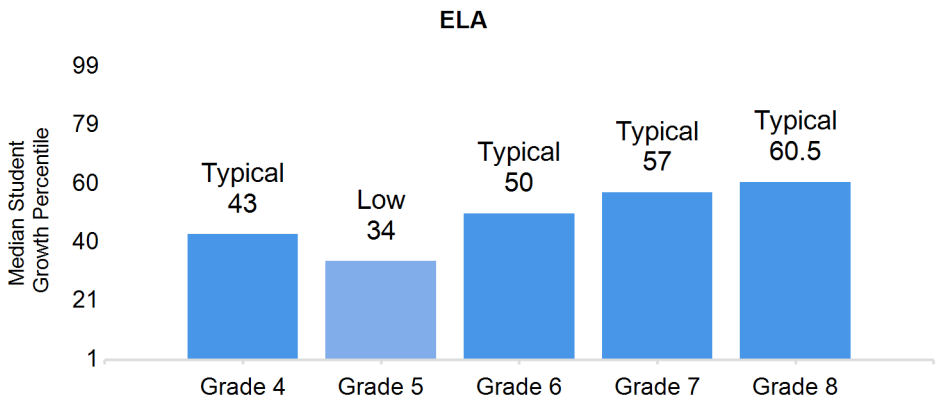
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

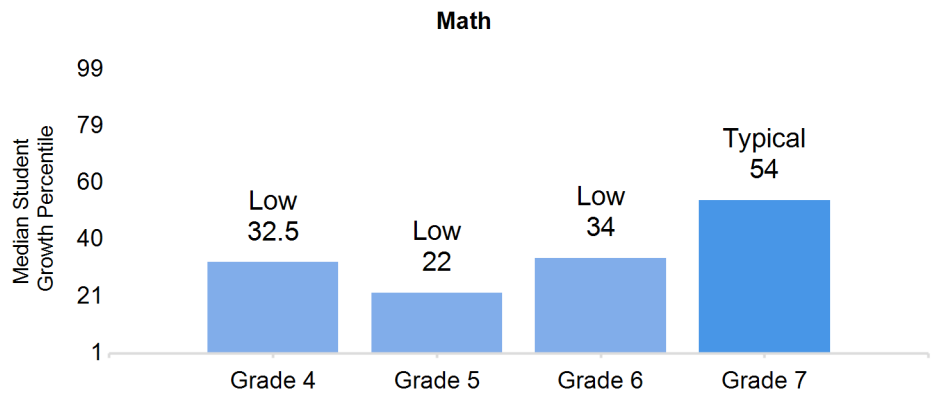




Student Growth by Grade

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	623	98.6	28.6	47.8	56.7	28.6	29.2	Met Target†
White	81	97.7	25.9	55.3	65.6	25.9	37.3	Not Met
Hispanic	194	98.5	28.8	*	42.5	28.8	30.3	Met Target†
Black or African American	257	98.9	21.4	32.8	37.3	21.4	18.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	78	98.8	52.6	74.3	82.3	52.6	51.3	Met Target
American Indian or Alaska Native	N	N	N	65.2	52.7	N	**	**
Two or More Races	13	100.0	38.5	61.5	63.4	38.5	**	**
Female	297	99.0	32.6	54.1	64.5	32.6		
Male	326	98.2	24.9	41.9	49.4	24.9		
Economically Disadvantaged Students	483	98.6	25.5	43.6	38.5	25.5	26.1	Met Target†
Non-Economically Disadvantaged Students	140	98.7	39.3	60.5	67.5	39.3		
Students with Disabilities	112	95.8	*	14.2	21.6	*	10.6	Met Target†
Students without Disabilities	511	99.3	*	54.1	63.9	*		
English Learners	79	98.8	16.5	15.1	27.3	16.5	14.1	Met Target
Non-English Learners	544	98.6	30.3	51.3	59.4	30.3		
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		

† 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	76	723	749	750	38%	13%	17%	*	*	32%	52%
White	*	*	759	759	*	*	*	*	*	*	61%
Hispanic	26	713	741	736	54%	*	*	*	*	19%	38%
Black or African American	31	716	732	733	39%	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	11	764	781	777	*	*	*	*	*	64%	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	46	725	754	756	37%	*	*	*	*	35%	57%
Male	30	721	743	744	40%	*	*	*	*	27%	46%
Economically Disadvantaged Students	61	725	741	733	*	*	*	*	*	33%	34%
Non-Economically Disadvantaged Students	15	717	770	762	*	*	*	*	*	27%	64%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	755	756	*	*	*	*	*	*	57%
English Learners	12	709	718	712	*	*	*	*	*	25%	15%
Non-English Learners	64	726	753	753	*	*	*	*	*	33%	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	102	720	749	756	22%	31%	36%	*	*	11%	58%
White	11	726	759	764	*	*	*	*	*	*	68%
Hispanic	30	720	745	744	*	*	*	*	*	17%	44%
Black or African American	53	717	732	739	*	*	*	*	*	*	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	49	727	*	762	*	*	*	*	*	*	63%
Male	53	714	*	751	*	*	*	*	*	*	53%
Economically Disadvantaged Students	84	720	744	740	*	*	*	*	*	11%	40%
Non-Economically Disadvantaged Students	18	721	764	767	*	*	*	*	*	11%	70%
Students with Disabilities	16	685	707	726	*	*	*	*	*	*	25%
Students without Disabilities	86	727	755	762	*	*	*	*	*	*	64%
English Learners	10	710	725	720	*	*	*	*	*	*	17%
Non-English Learners	92	721	752	759	*	*	*	*	*	*	61%
Homeless Students	*	*	734	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	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	138	730	747	755	22%	22%	32%	*	*	25%	58%
White	*	*	756	763	*	*	*	*	*	*	68%
Hispanic	41	731	745	743	*	*	32%	*	*	24%	43%
Black or African American	51	720	728	738	31%	24%	29%	*	*	16%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	68	733	*	762	16%	25%	34%	*	*	25%	66%
Male	70	727	*	749	27%	19%	30%	*	*	24%	51%
Economically Disadvantaged Students	108	731	743	739	*	*	31%	*	*	25%	39%
Non-Economically Disadvantaged Students	30	726	759	766	*	*	33%	*	*	23%	71%
Students with Disabilities	23	707	708	724	*	*	*	*	*	*	22%
Students without Disabilities	115	735	753	762	*	*	*	*	*	*	65%
English Learners	19	719	713	712	*	*	*	*	*	16%	11%
Non-English Learners	119	732	749	757	*	*	*	*	*	26%	60%
Homeless Students	*	*	737	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	714	728	*	*	*	*	*	*	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 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	108	732	748	754	12%	33%	25%	*	*	30%	56%
White	*	*	753	761	*	*	*	*	*	*	66%
Hispanic	27	728	746	742	*	48%	*	*	*	26%	42%
Black or African American	49	726	735	737	*	31%	35%	*	*	18%	35%
Asian, Native Hawaiian, or Pacific Islander	15	761	773	779	0%	*	*	*	*	73%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	42	740	*	761	*	26%	26%	*	*	43%	64%
Male	66	726	*	748	*	38%	24%	*	*	21%	48%
Economically Disadvantaged Students	78	728	744	739	*	*	*	*	*	23%	37%
Non-Economically Disadvantaged Students	30	741	760	764	*	*	*	*	*	47%	68%
Students with Disabilities	20	702	712	723	*	*	*	*	*	*	18%
Students without Disabilities	88	739	754	760	*	*	*	*	*	*	63%
English Learners	12	713	724	712	*	*	*	*	*	*	*
Non-English Learners	96	734	750	755	*	*	*	*	*	*	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	734	752	760	14%	22%	28%	*	*	36%	63%
White	11	733	759	768	*	*	*	*	*	27%	72%
Hispanic	23	734	748	746	*	*	*	*	*	39%	49%
Black or African American	41	733	738	740	*	32%	27%	*	*	32%	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	38	737	760	769	*	*	26%	*	*	39%	72%
Male	45	732	745	752	*	*	29%	*	*	33%	54%
Economically Disadvantaged Students	65	732	748	742	*	*	*	*	*	34%	44%
Non-Economically Disadvantaged Students	18	740	765	771	*	*	*	*	*	44%	73%
Students with Disabilities	20	708	712	721	*	*	*	*	*	10%	22%
Students without Disabilities	63	742	760	768	*	*	*	*	*	44%	71%
English Learners	11	732	709	705	*	*	*	*	*	45%	11%
Non-English Learners	72	734	756	762	*	*	*	*	*	35%	64%
Homeless Students	N	N	732	729	N	N	N	N	N	N	32%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
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	120	740	750	759	11%	20%	30%	*	*	39%	60%
White	*	*	758	767	*	*	*	*	*	*	70%
Hispanic	46	743	745	744	*	*	33%	*	*	43%	45%
Black or African American	37	729	738	739	*	35%	*	*	*	24%	39%
Asian, Native Hawaiian, or Pacific Islander	20	756	772	789	0%	*	*	*	*	55%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	60	743	*	768	*	20%	33%	*	*	40%	69%
Male	60	738	*	751	*	20%	27%	*	*	38%	52%
Economically Disadvantaged Students	83	735	747	740	16%	*	31%	*	*	31%	42%
Non-Economically Disadvantaged Students	37	753	760	769	0%	*	27%	*	*	57%	71%
Students with Disabilities	11	722	712	719	*	*	*	*	*	18%	19%
Students without Disabilities	109	742	756	766	*	*	*	*	*	41%	68%
English Learners	19	720	706	703	*	*	*	*	*	11%	*
Non-English Learners	101	744	753	761	*	*	*	*	*	45%	*
Homeless Students	*	*	731	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
Grades Offered: KG-08
2017-2018

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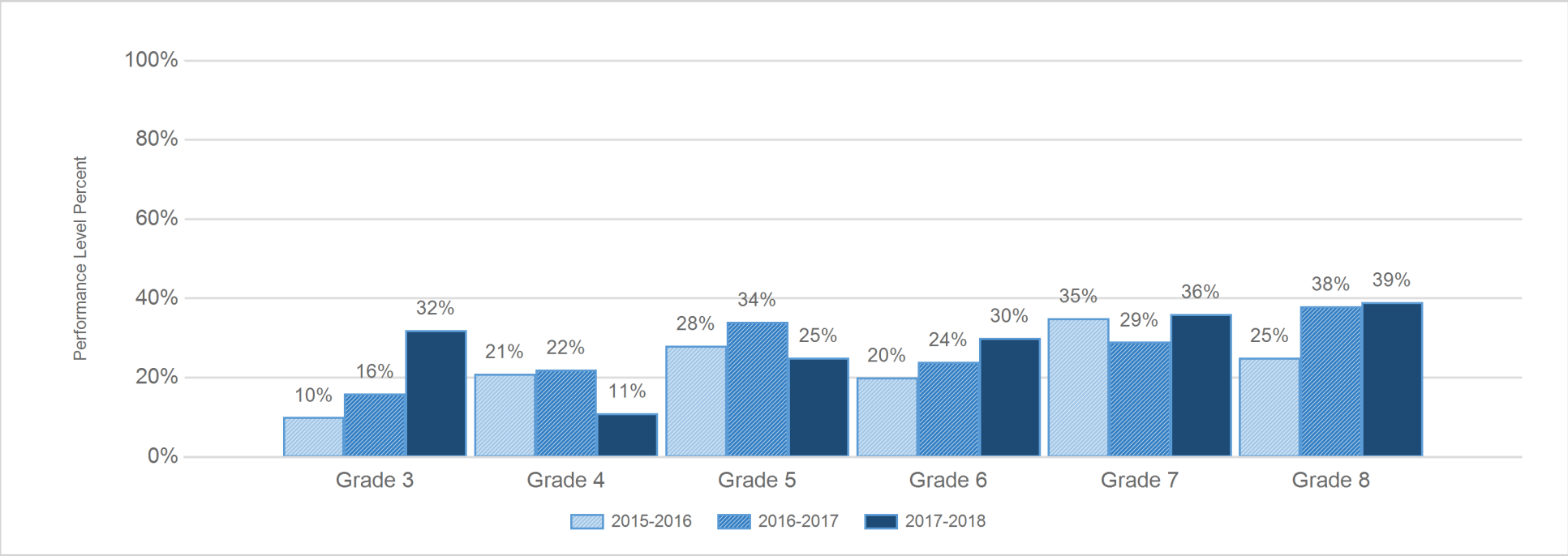
English Language Arts/Literacy Assessment - Performance Trends

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

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
Grades Offered: KG-08
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	640	98.7	12.3	34.1	45.0	12.3	18	Not Met
White	83	97.7	18.1	45.2	54.1	18.1	22.4	Met Target†
Hispanic	200	99.0	*	28.5	29.2	*	15.2	Not Met
Black or African American	260	98.6	*	17.8	23.4	*	12.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	82	98.8	28.1	64.9	77.0	28.1	38	Not Met
American Indian or Alaska Native	N	N	N	50.0	42.5	N	**	**
Two or More Races	15	100.0	13.3	52.3	53.0	13.3	**	**
Female	305	99.1	13.8	35.7	46.0	13.8		
Male	335	98.3	11.1	32.7	43.9	11.1		
Economically Disadvantaged Students	487	98.6	11.5	30.2	26.6	11.5	16.5	Not Met
Non-Economically Disadvantaged Students	153	98.9	15.0	45.9	55.9	15.0		
Students with Disabilities	114	96.7	*	*	17.1	*	9.8	Not Met
Students without Disabilities	526	99.1	*	*	50.5	*		
English Learners	96	99.1	*	16.6	24.6	*	10.5	Met Target†
Non-English Learners	544	98.6	*	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		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	718	746	752	32%	24%	24%	*	*	19%	53%
White	*	*	758	760	*	*	*	*	*	*	64%
Hispanic	28	713	740	739	36%	*	*	*	*	11%	38%
Black or African American	31	710	728	734	35%	*	*	*	*	10%	32%
Asian, Native Hawaiian, or Pacific Islander	11	746	777	780	*	*	*	*	*	55%	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	47	717	746	752	*	*	*	*	*	21%	53%
Male	31	719	746	751	*	*	*	*	*	16%	53%
Economically Disadvantaged Students	62	718	740	736	*	*	*	*	*	19%	35%
Non-Economically Disadvantaged Students	16	717	762	762	*	*	*	*	*	19%	66%
Students with Disabilities	*	*	715	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	750	756	*	*	*	*	*	*	57%
English Learners	14	715	732	726	*	*	*	*	*	21%	23%
Non-English Learners	64	718	748	754	*	*	*	*	*	19%	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

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
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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	107	709	738	748	41%	35%	13%	11%	0%	11%	49%
White	11	716	748	755	*	*	*	*	*	18%	60%
Hispanic	32	705	735	737	*	*	*	*	*	*	34%
Black or African American	54	707	721	730	*	*	*	*	*	*	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	51	711	*	748	41%	35%	*	*	*	10%	50%
Male	56	708	*	748	41%	34%	*	*	*	13%	49%
Economically Disadvantaged Students	84	708	733	733	*	*	*	*	*	10%	30%
Non-Economically Disadvantaged Students	23	715	751	758	*	*	*	*	*	17%	62%
Students with Disabilities	16	682	710	725	*	*	*	*	*	*	22%
Students without Disabilities	91	714	742	753	*	*	*	*	*	*	55%
English Learners	15	699	727	722	*	*	*	*	*	*	16%
Non-English Learners	92	711	740	750	*	*	*	*	*	*	52%
Homeless Students	*	*	720	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
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	145	712	736	748	41%	28%	17%	*	*	15%	49%
White	*	*	746	756	*	*	*	*	*	*	60%
Hispanic	44	717	733	736	34%	27%	25%	*	*	14%	32%
Black or African American	53	697	718	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	72	712	*	749	44%	25%	*	*	*	19%	50%
Male	73	713	*	747	37%	30%	*	*	*	11%	48%
Economically Disadvantaged Students	109	714	732	733	39%	*	*	*	*	17%	29%
Non-Economically Disadvantaged Students	36	709	747	758	47%	*	*	*	*	11%	62%
Students with Disabilities	23	691	714	726	*	*	*	*	*	*	20%
Students without Disabilities	122	716	740	752	*	*	*	*	*	*	55%
English Learners	26	709	723	718	*	*	*	*	*	*	13%
Non-English Learners	119	713	737	750	*	*	*	*	*	*	51%
Homeless Students	*	*	716	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	705	722	*	*	*	*	*	*	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%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	708	735	744	45%	27%	19%	*	*	10%	44%
White	*	*	744	751	*	*	*	*	*	*	54%
Hispanic	28	707	732	731	50%	*	*	*	*	11%	27%
Black or African American	50	697	720	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	16	734	764	771	0%	*	*	*	*	25%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	44	715	*	745	*	*	*	*	*	*	45%
Male	69	704	*	742	*	*	*	*	*	*	42%
Economically Disadvantaged Students	80	708	732	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	33	708	743	753	*	*	*	*	*	*	56%
Students with Disabilities	21	687	707	717	*	*	*	*	*	*	13%
Students without Disabilities	92	713	740	748	*	*	*	*	*	*	49%
English Learners	17	712	720	713	*	*	*	*	*	*	11%
Non-English Learners	96	707	737	745	*	*	*	*	*	*	45%
Homeless Students	*	*	726	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
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	83	710	735	743	*	*	*	*	*	*	43%
White	11	711	743	750	*	*	*	*	*	*	54%
Hispanic	23	706	732	732	*	*	*	*	*	*	27%
Black or African American	41	711	722	727	27%	44%	*	*	*	10%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	38	711	737	745	*	*	*	*	*	*	45%
Male	45	710	734	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	65	710	733	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	18	712	743	751	*	*	*	*	*	*	55%
Students with Disabilities	20	695	706	717	*	*	*	*	*	*	12%
Students without Disabilities	63	715	741	748	*	*	*	*	*	*	50%
English Learners	11	714	715	716	*	*	*	*	*	*	10%
Non-English Learners	72	710	738	744	*	*	*	*	*	*	45%
Homeless Students	N	N	720	720	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
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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	95	698	712	728	*	*	*	*	*	*	28%
White	14	708	723	736	*	*	*	*	*	*	36%
Hispanic	37	695	714	722	*	*	*	*	*	*	22%
Black or African American	34	692	702	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	44	695	714	731	*	*	*	*	*	*	31%
Male	51	701	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	67	694	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	28	708	712	735	*	*	*	*	*	*	35%
Students with Disabilities	10	682	696	705	*	*	*	*	*	*	*
Students without Disabilities	85	700	717	735	*	*	*	*	*	*	*
English Learners	22	704	701	705	*	*	*	*	*	*	10%
Non-English Learners	73	697	714	729	*	*	*	*	*	*	29%
Homeless Students	*	*	704	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
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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	28	730	732	746	*	*	36%	*	*	21%	46%
White	*	*	743	755	*	*	*	*	*	*	57%
Hispanic	*	*	725	730	*	*	*	*	*	*	27%
Black or African American	*	*	720	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	12	732	759	779	*	*	*	*	*	33%	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	18	727	734	748	*	*	*	*	*	11%	48%
Male	10	737	730	745	*	*	*	*	*	40%	44%
Economically Disadvantaged Students	16	726	729	729	*	*	*	*	*	19%	25%
Non-Economically Disadvantaged Students	12	736	739	756	*	*	*	*	*	25%	57%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	752	*	*	*	*	*	*	52%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	28	730	736	749	*	*	36%	*	*	21%	*
Homeless Students	N	N	716	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
Grades Offered: KG-08
2017-2018

Report Key:
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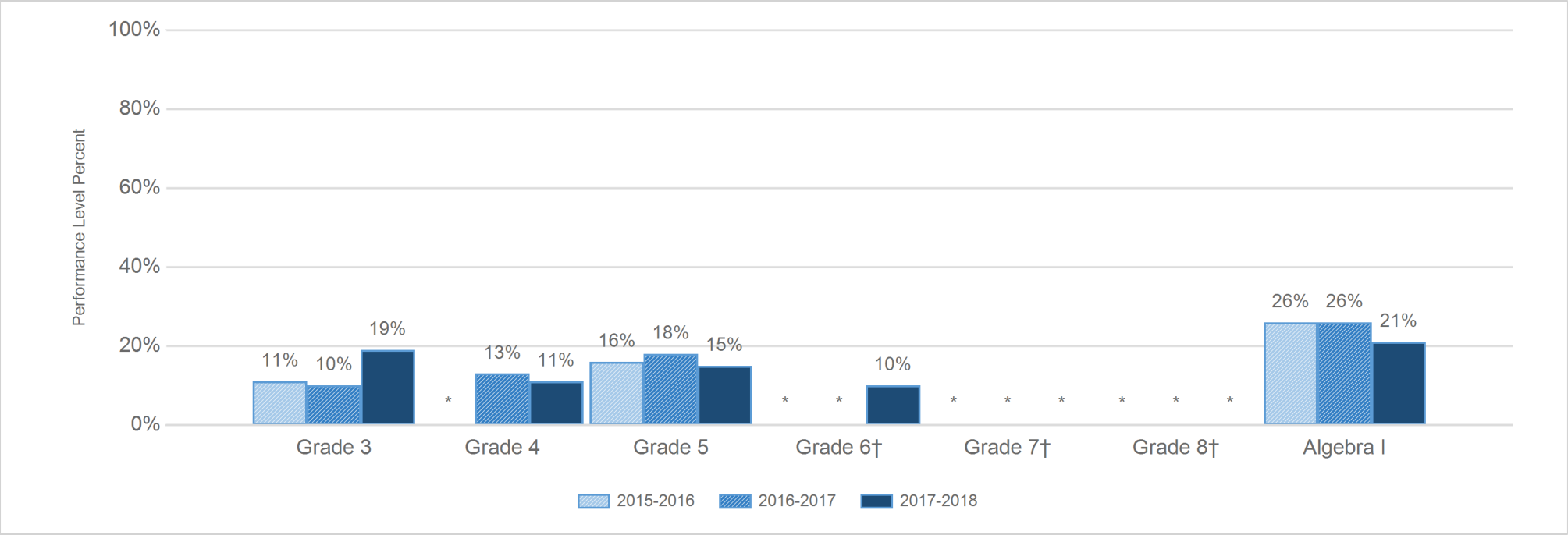
Mathematics Assessment – Performance Trends

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	*	*
6	*	*
7	*	*
8	*	*

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	54.2%	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	36	*	*
3-4	23	82.6%	17.4%
5 or more	21	85.7%	14.3%

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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	104
7	0	0	76
8	28	0	84
Total	28	0	264

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	105
7	0	0	0	0	0	0	73
8	0	0	0	0	0	0	109
Total	0	0	0	0	0	0	287

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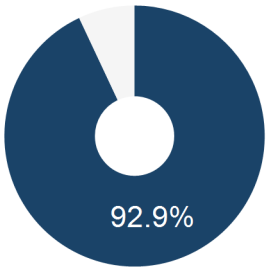
Visual and Performing Arts – Course Participation

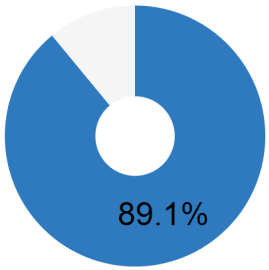
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

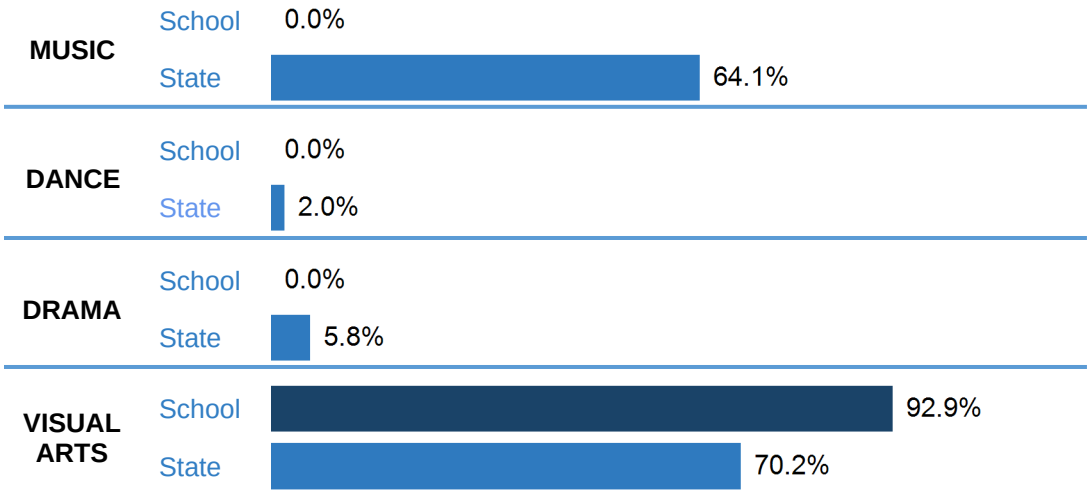


School



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.

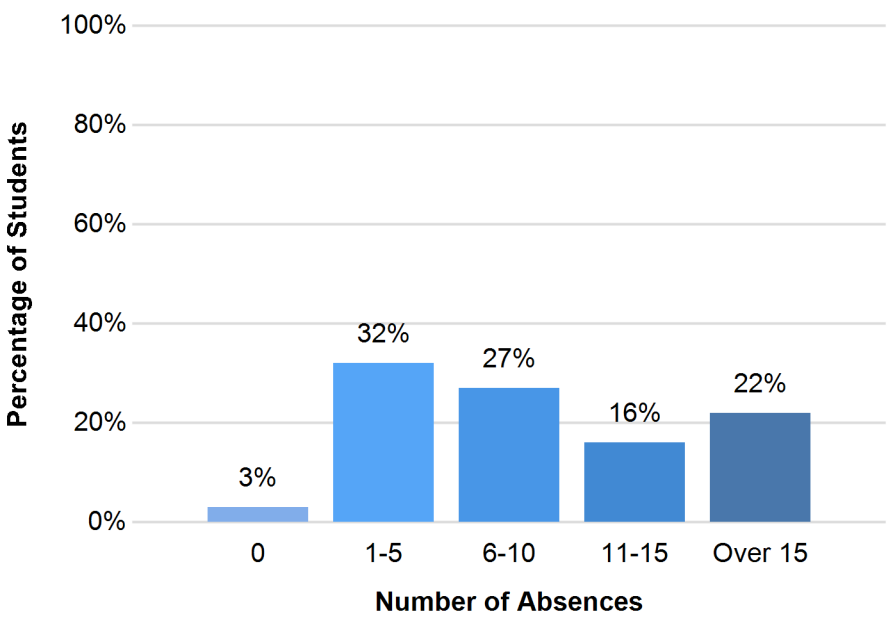
Chronic Absenteeism

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	123	15.7	9.1	Not Met
White	6	6.3	9.1	Met
Hispanic	53	21.8	9.1	Not Met
Black or African American	59	18.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	3	2.9	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	15.4	**	**
Economically Disadvantaged Students	90	19.7	9.1	Not Met
Students with Disabilities	22	19.8	9.1	Not Met
English Learners	5	6.3	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.



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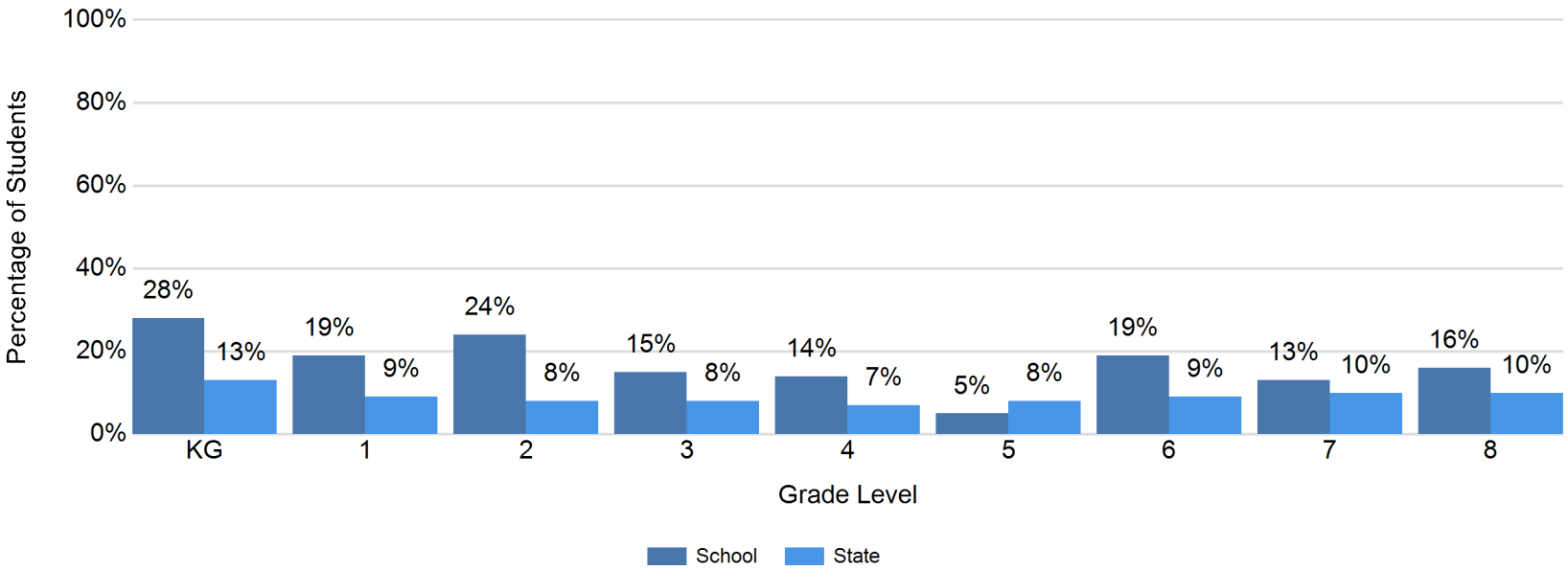
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	1.69

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	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	0	0
Disability	0	1	1
Other	0	5	5
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	*	*
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
23

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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	1.1:1

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	58	117,464
Average years experience in public schools	12.8	12.0
Average years experience in district	12.4	10.7
Teachers in district for 4 or more years	87.9%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	13:1	12:1
Students to Administrators	385:1	218:1
Teachers to Administrators	29:1	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

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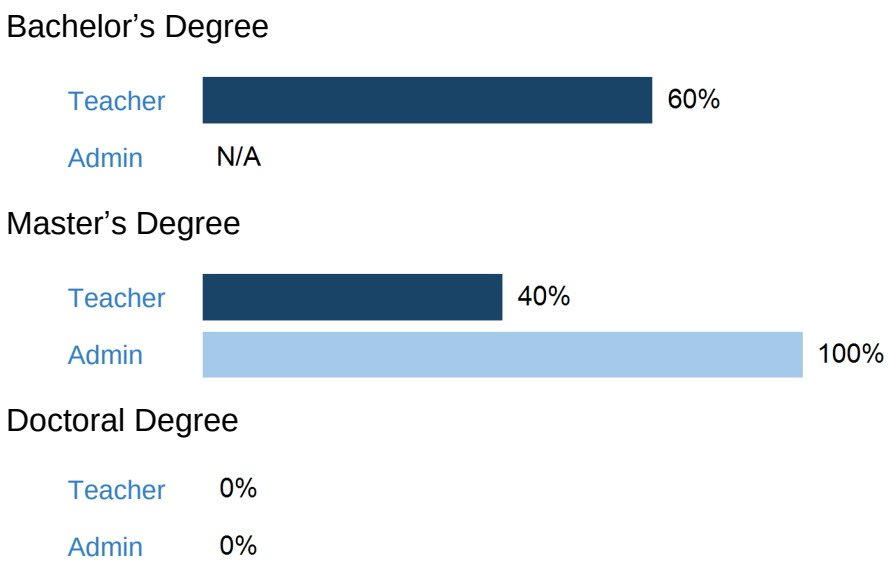
Teachers and Administrators - Level of Education

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	95.3%

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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	74.1%	50.0%
Male	25.9%	50.0%
White	63.8%	50.0%
Hispanic	15.5%	0.0%
Black or African American	13.8%	0.0%
Asian	6.9%	50.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	5.81	15.0%
Mathematics Proficiency	0.95	15.0%
English Language Arts Growth	48.28	20.0%
Mathematics Growth	9.02	20.0%
Progress Towards English Language Proficiency	50.85	20.0%
Chronic Absenteeism	14.33	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	24.08	n/a
Summative Rating: Percentile Rank of Summative Score	12.38	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

NJ SCHOOL PERFORMANCE REPORT

CHAPLAIN CHARLES WATTERS SCHOOL
(17-2390-220)
Grades Offered: KG-08
2017-2018

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target†	Not Met	Met Standard	Not Met	Met Target	Not Met	No
White	29.93	14.08	No	Not Met	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	20.80	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	23.10	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	18.83	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	22.89	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	22.80	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	49.30	14.08	No	Met Target	Met Target†	Exceeds 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).

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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:	• Watters School has received state-wide recongnition in its implementation of the Mosaic Program in partnership with Rutgers University and Dr. Muarice Elias. • Watters School was a two time winner of the "Let's Move" School Award sponsored by Healthy Alliance Organization.
Mission, Vision, Theme:	Our Core Beliefs: At the Chaplain Charles J. Watters School 24, we believe all children can learn in a safe, healthy environment, with a developmentally appropriate curriculum, meaningful parental involvement and high expectations.Vision: At the Chaplain Charles J. Watters School 24, we envision our students as future college graduates, innovative career starters, and global citizens. Mission: At the Chaplain Charles J. Watters School 24, We will work collaboratively to improve student achievement by promoting literacy across the curriculum, teaching math conceptually, implementing project based learning, assessing student performance, and utilizing data to plan instruction that is differentiated and engaging for all learners. Motto: At the Chaplain Charles J. Watters School 24, we are a Community of Learners and Leaders!

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Courses, Curriculum, Instruction:	1 to 1 Chromebook Initiative, Project-Based Learning School, 8th Grade Algebra Program
Sports and Athletics:	Sports Offered: Track and Field - Spring (Coed), Volleyball (Coed) VolleyBall, Flag Football, Department of Recreation Site
Clubs and Activities:	Warriors' Club, Girls Club, Drama Club, Extended Day, SNAP-ED, PTO Events

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Before and After School Programs:	Casper Program, Extended Day Instructional Programing, Clubs
Staff and Professional Learning:	Chaplain Watters School faculty and staff receive continous professional develop in a veriety of ways. Teachers and staff member receive school-wide, departmental, and personalize learning opportunities. Professional develop is offered from the school administration, outside vendors, and web-programming.

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Student Supports and Services:	Chaplain Watters School offers support to our students and family member through our Guidance Department, Crisis Intervention Teacher, Anti-bullying Specialists, Child Study Team, and Community Aide.
Student Health and Wellness:	SNAP-ED, Truancy Program, Big Brother and Big Sister Program, Champions Circle, CHAMPS Corner
Parent and Community Involvement:	Parent-Teacher Organization, Parent Shadowing Days, Parent workshops, Student celebrations, School Events.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers
Facilities:	Chaplain Watters School features a beautiful auditorium displaying early 20th century craftmanship and a school/community garden offering students places to explore learning outside the classroom.
School Safety:	SNAP-ED, Truancy Program, Big Brother and Big Sister Program, Champions Circle, CHAMPS Corner, School Safety Team

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Technology and STEM:	1 to 1 Chromebook Initiative, Google Classroom, Personal Math Trainer, IXL Program, SMARTY ANTS Program,
Early Childhood Education:	Watters School offers two (2) full-day Pre-K classes for the community. Students are eligable to enter a lottery for the available seat; other will be bused to another community school.