NJ SCHOOL PERFORMANCE REPORT

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-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	DR. ELDER
Address	167 HANCOCK AVE JERSEY CITY, NJ 07307-2017
Phone Number	(201)714-4360
Email Address	JELDER@JCBOE.ORG
Website	http://www.jcboe.org/boe2015/index.php?option=com_content&view=article&id=410&Itemid=1029
Facebook	https://www.facebook.com/ps28jerseycity

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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	89	86	84
KG	107	105	103
1	94	104	106
2	112	105	106
3	108	108	94
4	120	111	108
5	105	122	114
6	102	94	117
7	91	93	97
8	90	89	93
Total	1,018	1,017	1,022

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	49.0%	50.0%	50.8%
Male	51.0%	50.0%	49.2%
Economically Disadvantaged Students	83.0%	80.1%	78.0%
Students with Disabilities	15.0%	14.6%	13.0%
English Learners	6.1%	8.1%	9.9%
Homeless Students		1.3%	0.8%
Students in Foster Care		0.0%	0.0%
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	10.4%	10.2%	9.8%
Hispanic	78.3%	76.7%	78.0%
Black or African American	4.2%	4.5%	3.3%
Asian	6.1%	7.3%	7.6%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.8%	1.1%	1.0%

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	89	86	84
KG - Half Day	0	0	0
KG - Full Day	107	105	103

Enrollment by Home Language

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

Home Language	% of Students
Spanish	47.7%
English	44.6%
Arabic	2.3%
Hindi	1.0%
Other Languages	4.4%

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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	65	53	50	Exceeds Standard	52	52	50	Met Standard
White	63.5	59	50	Exceeds Standard	60	59	51	Exceeds Standard
Hispanic	64	52	49	Exceeds Standard	52	50	48	Met Standard
Black or African American	57	46	44	**	48.5	44	44	**
Asian, Native Hawaiian, or Pacific Islander	74.5	61	61	Exceeds Standard	28	63	61	Not Met
American Indian or Alaska Native	N	75	52	**	N	*	53	**
Two or More Races	*	52	49	**	*	59	51	**
Economically Disadvantaged	65	52	48	Exceeds Standard	50	50	47	Met Standard
Students with Disabilities	63	42	41	Exceeds Standard	50.5	41	43	Met Standard
English Learners	53.5	63.5	54	Met Standard	55	58	51	Met Standard

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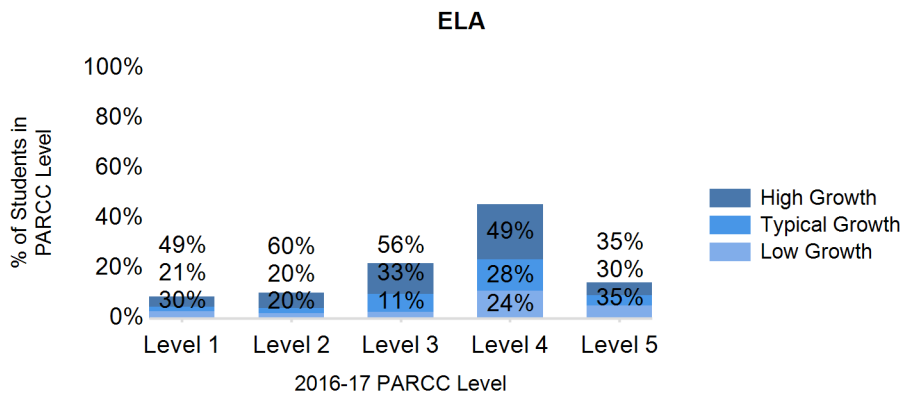
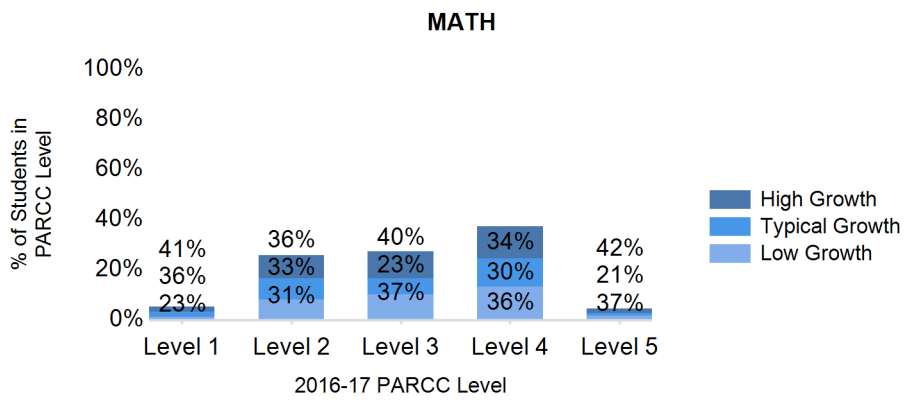
Student Growth by Performance Level

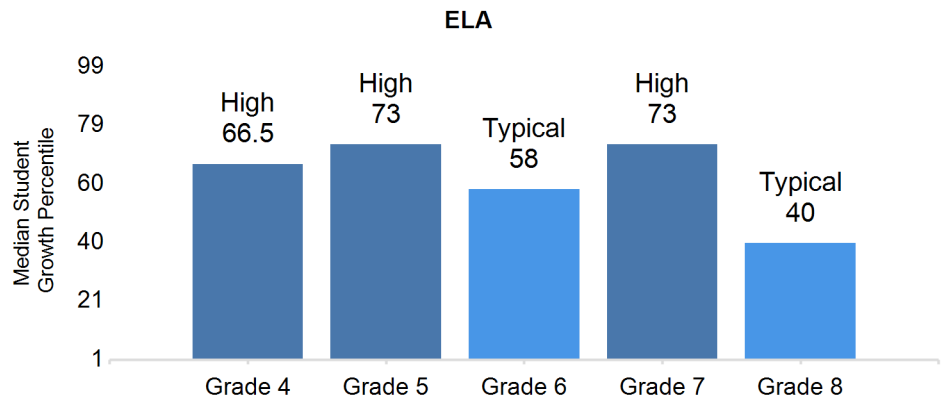
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

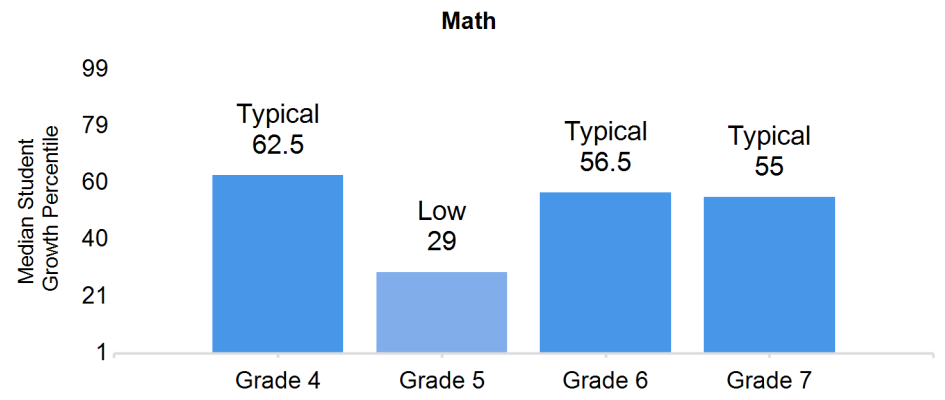




Student Growth by Grade

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	610	97.2	63.8	47.8	56.7	63.8	56.7	Met Target
White	61	95.4	68.8	55.3	65.6	68.8	67.2	Met Target
Hispanic	480	97.4	61.6	*	42.5	61.6	53.8	Met Target
Black or African American	*	*	*	32.8	37.3	*	64.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	38	100.0	76.4	74.3	82.3	76.4	66.2	Met Target
American Indian or Alaska Native	N	N	N	65.2	52.7	N	**	**
Two or More Races	*	*	*	61.5	63.4	*	**	**
Female	297	97.1	70.7	54.1	64.5	70.7		
Male	313	97.2	57.2	41.9	49.4	57.2		
Economically Disadvantaged Students	524	96.9	62.4	43.6	38.5	62.4	54.9	Met Target
Non-Economically Disadvantaged Students	86	98.9	72.1	60.5	67.5	72.1		
Students with Disabilities	95	89.0	20.0	14.2	21.6	18.7	18	Met Target
Students without Disabilities	515	98.9	71.8	54.1	63.9	71.8		
English Learners	43	97.8	*	15.1	27.3	*	17	Not Met
Non-English Learners	567	97.1	*	51.3	59.4	*		
Homeless Students	*	*	*	32.3	27.7	*		
Students In Foster Care	N	N	N	19.1	26.3	N		
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	91	751	749	750	12%	16%	22%	38%	11%	49%	52%
White	*	*	759	759	*	*	*	*	*	*	61%
Hispanic	71	748	741	736	*	18%	24%	*	*	45%	38%
Black or African American	*	*	732	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	781	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	*	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	45	753	754	756	*	*	*	*	*	53%	57%
Male	46	749	743	744	*	*	*	*	*	46%	46%
Economically Disadvantaged Students	81	749	741	733	14%	*	*	*	*	48%	34%
Non-Economically Disadvantaged Students	10	766	770	762	0%	*	*	*	*	60%	64%
Students with Disabilities	16	695	700	719	*	*	*	*	*	*	24%
Students without Disabilities	75	763	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	103	759	749	756	*	*	21%	36%	23%	59%	58%
White	*	*	759	764	*	*	*	*	*	*	68%
Hispanic	82	757	745	744	*	*	23%	38%	20%	57%	44%
Black or African American	*	*	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	45	770	*	762	*	*	*	38%	31%	69%	63%
Male	58	751	*	751	*	*	*	34%	17%	52%	53%
Economically Disadvantaged Students	88	758	744	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	15	765	764	767	*	*	*	*	*	67%	70%
Students with Disabilities	10	703	707	726	*	*	*	*	*	*	25%
Students without Disabilities	93	765	755	762	*	*	*	*	*	*	64%
English Learners	17	712	725	720	*	*	*	*	*	12%	17%
Non-English Learners	86	769	752	759	*	*	*	*	*	69%	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	114	762	747	755	*	*	23%	50%	16%	66%	58%
White	13	770	756	763	*	0%	*	*	*	62%	68%
Hispanic	85	763	745	743	*	*	20%	52%	15%	67%	43%
Black or African American	*	*	728	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	10	757	773	780	0%	*	*	*	*	60%	84%
American Indian or Alaska Native	N	N	*	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	56	770	*	762	*	*	23%	*	*	73%	66%
Male	58	755	*	749	*	*	22%	*	*	59%	51%
Economically Disadvantaged Students	95	758	743	739	*	*	*	*	*	63%	39%
Non-Economically Disadvantaged Students	19	783	759	766	*	*	*	*	*	79%	71%
Students with Disabilities	12	740	708	724	*	*	*	*	*	25%	22%
Students without Disabilities	102	765	753	762	*	*	*	*	*	71%	65%
English Learners	*	*	713	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	757	*	*	*	*	*	*	60%
Homeless Students	N	N	737	731	N	N	N	N	N	N	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 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	115	756	748	754	*	*	22%	49%	14%	63%	56%
White	10	769	753	761	*	0%	0%	*	*	90%	66%
Hispanic	95	754	746	742	*	13%	25%	*	*	58%	42%
Black or African American	*	*	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	57	763	*	761	*	*	21%	*	*	68%	64%
Male	58	750	*	748	*	*	22%	*	*	57%	48%
Economically Disadvantaged Students	92	755	744	739	*	*	*	*	*	60%	37%
Non-Economically Disadvantaged Students	23	762	760	764	*	*	*	*	*	74%	68%
Students with Disabilities	18	725	712	723	*	*	*	*	*	11%	18%
Students without Disabilities	97	762	754	760	*	*	*	*	*	72%	63%
English Learners	*	*	724	712	*	*	*	*	*	*	*
Non-English Learners	*	*	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	98	774	752	760	*	*	15%	34%	42%	76%	63%
White	13	778	759	768	*	0%	*	*	*	77%	72%
Hispanic	75	774	748	746	0%	*	*	35%	41%	76%	49%
Black or African American	*	*	738	740	*	*	*	*	*	*	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	N	N	*	767	N	N	N	N	N	N	68%
Female	51	782	760	769	*	*	*	31%	49%	80%	72%
Male	47	765	745	752	*	*	*	36%	34%	70%	54%
Economically Disadvantaged Students	84	774	748	742	*	*	*	*	*	76%	44%
Non-Economically Disadvantaged Students	14	773	765	771	*	*	*	*	*	71%	73%
Students with Disabilities	18	741	712	721	*	*	*	*	*	33%	22%
Students without Disabilities	80	781	760	768	*	*	*	*	*	85%	71%
English Learners	*	*	709	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	762	*	*	*	*	*	*	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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-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	96	761	750	759	*	*	18%	58%	11%	70%	60%
White	10	765	758	767	0%	*	*	*	*	80%	70%
Hispanic	77	759	745	744	*	*	19%	*	*	66%	45%
Black or African American	*	*	738	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	49	767	*	768	*	*	*	*	*	78%	69%
Male	47	755	*	751	*	*	*	*	*	62%	52%
Economically Disadvantaged Students	86	761	747	740	*	*	*	*	*	69%	42%
Non-Economically Disadvantaged Students	10	768	760	769	*	*	*	*	*	80%	71%
Students with Disabilities	19	735	712	719	*	*	*	*	*	37%	19%
Students without Disabilities	77	768	756	766	*	*	*	*	*	78%	68%
English Learners	*	*	706	703	*	*	*	*	*	*	*
Non-English Learners	*	*	753	761	*	*	*	*	*	*	*
Homeless Students	*	*	731	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

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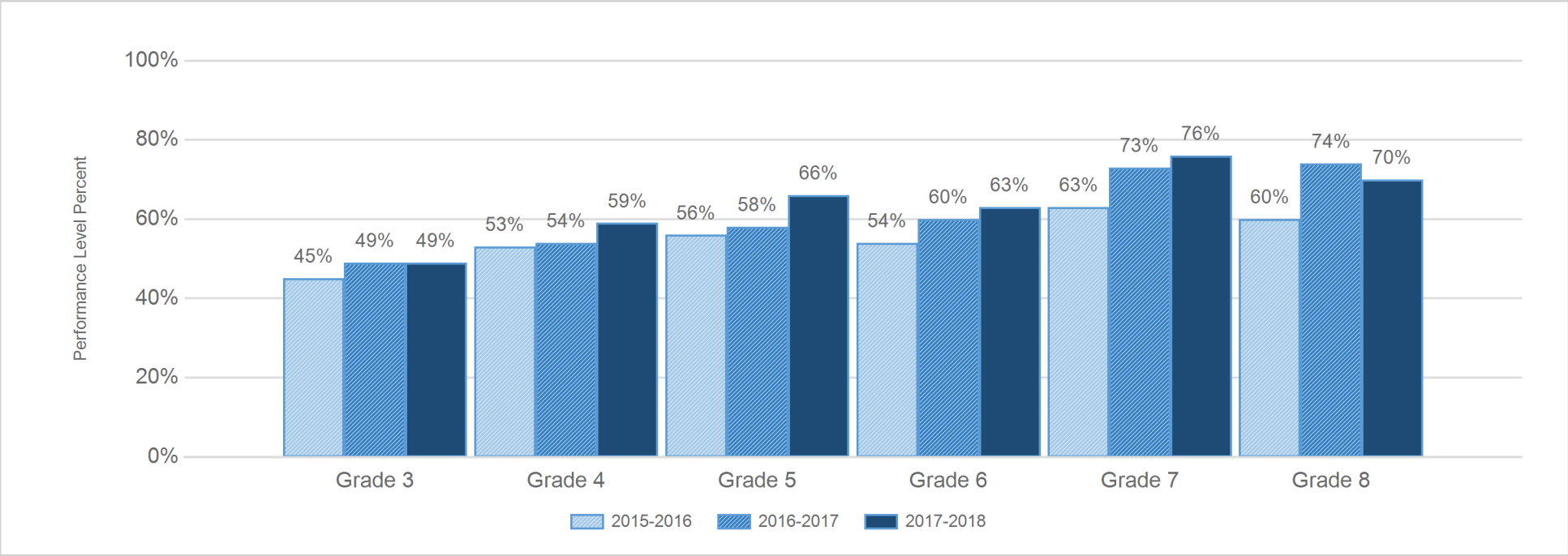
English Language Arts/Literacy Assessment - Performance Trends

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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	615	97.2	41.1	34.1	45.0	41.1	41.9	Met Target†
White	61	95.4	57.3	45.2	54.1	57.3	56.9	Met Target
Hispanic	484	97.4	38.0	28.5	29.2	38.0	39.4	Met Target†
Black or African American	*	*	*	17.8	23.4	*	22.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	39	100.0	48.7	64.9	77.0	48.7	63.6	Not Met
American Indian or Alaska Native	N	N	N	50.0	42.5	N	**	**
Two or More Races	*	*	*	52.3	53.0	*	**	**
Female	299	97.1	41.8	35.7	46.0	41.8		
Male	316	97.3	40.5	32.7	43.9	40.5		
Economically Disadvantaged Students	525	96.9	39.2	30.2	26.6	39.2	39.2	Met Target
Non-Economically Disadvantaged Students	90	99.0	52.2	45.9	55.9	52.2		
Students with Disabilities	95	89.0	12.7	*	17.1	11.8	13.4	Met Target†
Students without Disabilities	520	98.9	46.4	*	50.5	46.4		
English Learners	48	98.0	10.4	16.6	24.6	10.4	20.9	Not Met
Non-English Learners	567	97.1	43.8	36.2	46.9	43.8		
Homeless Students	*	*	*	17.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	749	746	752	*	20%	26%	*	*	49%	53%
White	*	*	758	760	*	*	*	*	*	*	64%
Hispanic	72	747	740	739	*	24%	28%	*	*	44%	38%
Black or African American	*	*	728	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	777	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	45	744	746	752	*	*	*	*	*	47%	53%
Male	47	755	746	751	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	81	747	740	736	*	*	*	*	*	49%	35%
Non-Economically Disadvantaged Students	11	763	762	762	*	*	*	*	*	45%	66%
Students with Disabilities	16	716	715	730	*	*	*	*	*	*	29%
Students without Disabilities	76	756	750	756	*	*	*	*	*	*	57%
English Learners	10	712	732	726	*	*	*	*	*	*	23%
Non-English Learners	82	754	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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	752	738	748	*	18%	26%	*	*	51%	49%
White	*	*	748	755	*	*	*	*	*	*	60%
Hispanic	83	749	735	737	*	18%	29%	*	*	48%	34%
Black or African American	*	*	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	46	754	*	748	*	*	22%	*	*	54%	50%
Male	59	750	*	748	*	*	29%	*	*	49%	49%
Economically Disadvantaged Students	88	749	733	733	*	*	*	*	*	48%	30%
Non-Economically Disadvantaged Students	17	763	751	758	*	*	*	*	*	71%	62%
Students with Disabilities	10	713	710	725	*	*	*	*	*	10%	22%
Students without Disabilities	95	756	742	753	*	*	*	*	*	56%	55%
English Learners	19	728	727	722	*	*	*	*	*	21%	16%
Non-English Learners	86	757	740	750	*	*	*	*	*	58%	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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	738	736	748	11%	26%	27%	*	*	36%	49%
White	13	756	746	756	*	*	*	*	*	54%	60%
Hispanic	87	736	733	736	*	25%	30%	*	*	34%	32%
Black or African American	*	*	718	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	10	728	764	777	*	*	*	*	*	20%	82%
American Indian or Alaska Native	N	N	*	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	57	738	*	749	*	30%	32%	*	*	32%	50%
Male	59	738	*	747	*	22%	22%	*	*	41%	48%
Economically Disadvantaged Students	96	734	732	733	14%	*	*	*	*	31%	29%
Non-Economically Disadvantaged Students	20	757	747	758	0%	*	*	*	*	60%	62%
Students with Disabilities	12	725	714	726	*	*	*	*	*	*	20%
Students without Disabilities	104	740	740	752	*	*	*	*	*	*	55%
English Learners	*	*	723	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	51%
Homeless Students	N	N	716	722	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
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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	115	738	735	744	9%	22%	35%	*	*	35%	44%
White	10	752	744	751	*	0%	0%	*	*	80%	54%
Hispanic	95	736	732	731	*	23%	38%	*	*	31%	27%
Black or African American	*	*	720	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	764	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	57	739	*	745	*	25%	32%	*	*	37%	45%
Male	58	737	*	742	*	19%	38%	*	*	33%	42%
Economically Disadvantaged Students	92	736	732	729	*	*	*	*	*	32%	24%
Non-Economically Disadvantaged Students	23	745	743	753	*	*	*	*	*	48%	56%
Students with Disabilities	18	713	707	717	*	*	*	*	*	*	13%
Students without Disabilities	97	742	740	748	*	*	*	*	*	*	49%
English Learners	*	*	720	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
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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	98	742	735	743	*	28%	31%	*	*	38%	43%
White	13	759	743	750	0%	*	*	*	*	69%	54%
Hispanic	75	739	732	732	*	28%	35%	*	*	32%	27%
Black or African American	*	*	722	727	*	*	*	*	*	*	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	N	N	*	748	N	N	N	N	N	N	51%
Female	51	746	737	745	*	22%	*	*	*	43%	45%
Male	47	737	734	741	*	34%	*	*	*	32%	42%
Economically Disadvantaged Students	84	742	733	730	*	*	*	*	*	38%	24%
Non-Economically Disadvantaged Students	14	740	743	751	*	*	*	*	*	36%	55%
Students with Disabilities	18	725	706	717	*	*	*	*	*	17%	12%
Students without Disabilities	80	746	741	748	*	*	*	*	*	43%	50%
English Learners	*	*	715	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	719	712	728	28%	24%	32%	*	*	16%	28%
White	*	*	723	736	*	*	*	*	*	*	36%
Hispanic	43	719	714	722	30%	*	33%	*	*	16%	22%
Black or African American	*	*	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	N	N	*	729	N	N	N	N	N	N	28%
Female	22	725	714	731	*	*	*	*	*	14%	31%
Male	28	714	710	725	*	*	*	*	*	18%	26%
Economically Disadvantaged Students	*	*	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	712	735	*	*	*	*	*	*	35%
Students with Disabilities	19	715	696	705	*	*	*	*	*	21%	*
Students without Disabilities	31	721	717	735	*	*	*	*	*	13%	*
English Learners	*	*	701	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	729	*	*	*	*	*	*	29%
Homeless Students	*	*	704	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
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2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	750	732	746	*	*	26%	57%	0%	57%	46%
White	*	*	743	755	*	*	*	*	*	*	57%
Hispanic	35	750	725	730	*	*	*	60%	0%	60%	27%
Black or African American	*	*	720	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	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	27	751	734	748	*	*	*	56%	0%	56%	48%
Male	20	749	730	745	*	*	*	60%	0%	60%	44%
Economically Disadvantaged Students	*	*	729	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	739	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	701	716	N	N	N	N	N	N	13%
Students without Disabilities	47	750	737	752	*	*	26%	57%	0%	57%	52%
English Learners	*	*	705	710	*	*	*	*	*	*	*
Non-English Learners	*	*	736	749	*	*	*	*	*	*	*
Homeless Students	*	*	716	718	*	*	*	*	*	*	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

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

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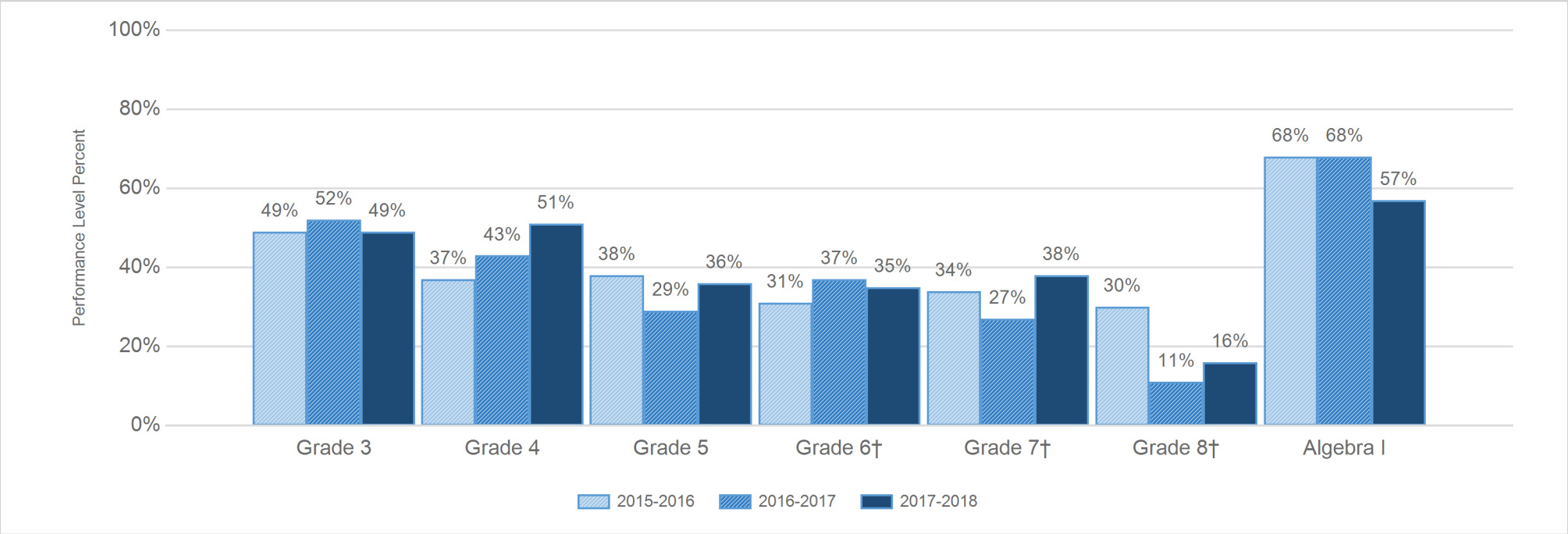
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	40.9%	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	28	*	*
3-4	50	*	*
5 or more	21	*	*

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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	110
7	0	0	97
8	47	0	45
Total	47	0	252

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	116
7	0	0	0	0	0	0	95
8	0	0	0	0	0	0	92
Total	0	0	0	0	0	0	303

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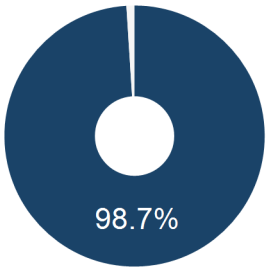
Visual and Performing Arts – Course Participation

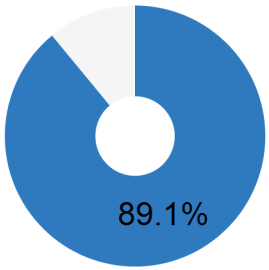
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

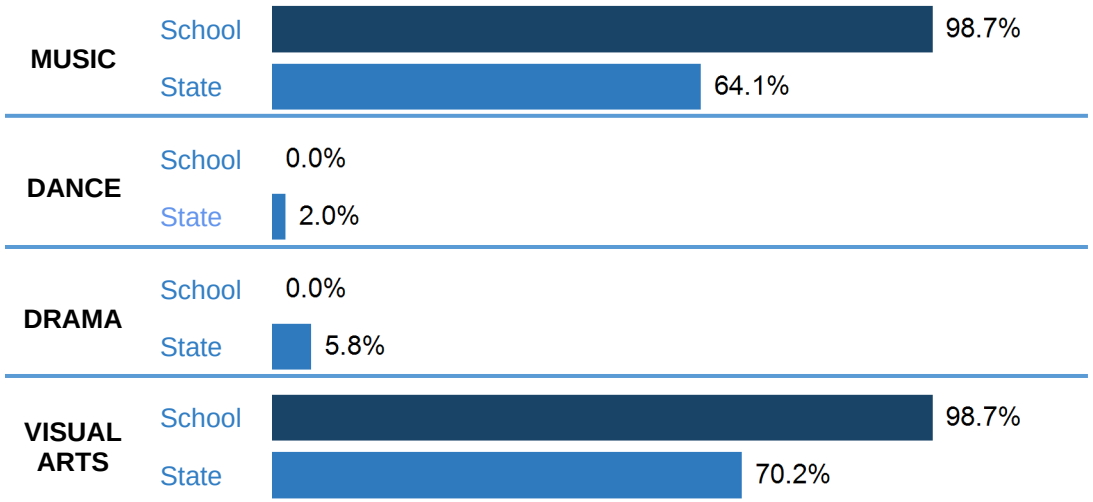


School



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.

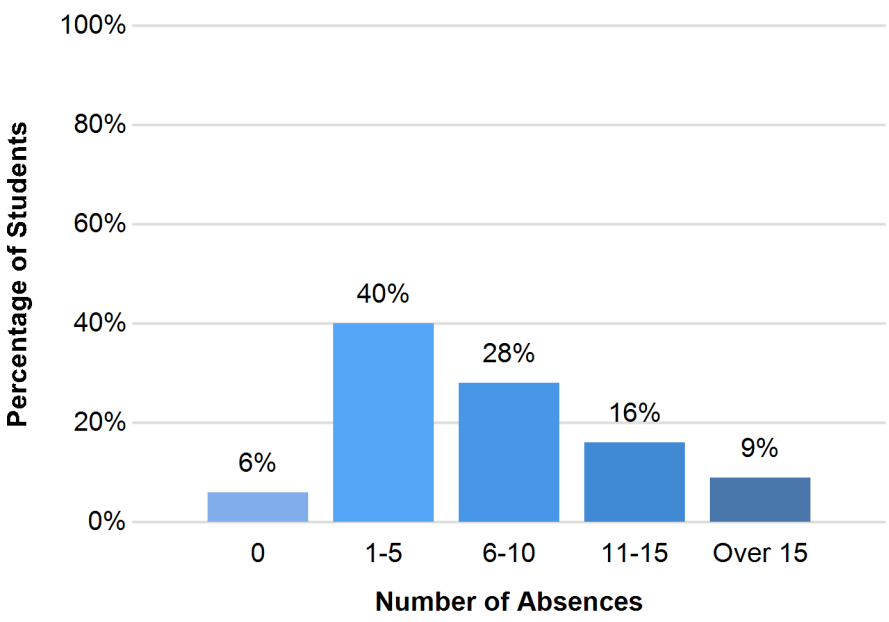
Chronic Absenteeism

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	49	5.2	9.1	Met
White	6	6.4	9.1	Met
Hispanic	37	5.1	9.1	Met
Black or African American	3	8.8	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	2	2.9	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	10.0	**	**
Economically Disadvantaged Students	41	5.6	9.1	Met
Students with Disabilities	13	9.8	9.1	Not Met
English Learners	5	6.0	9.1	Met

Days Absent

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



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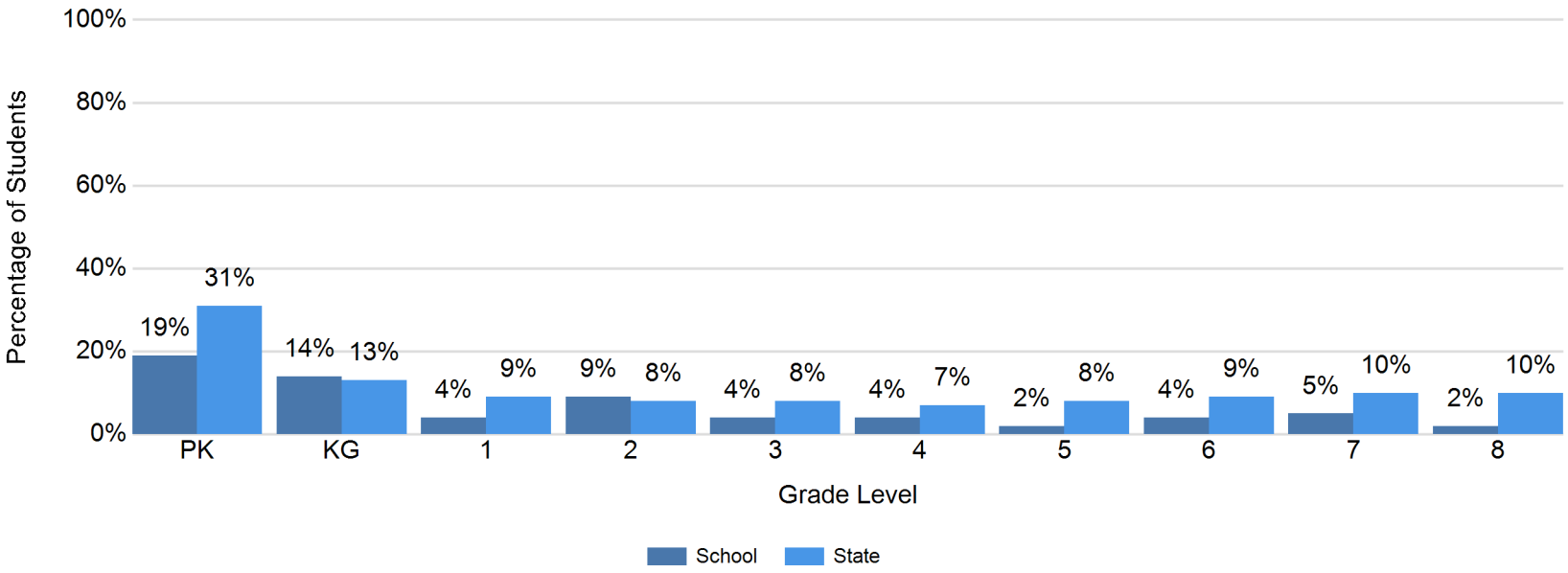
Chronic Absenteeism by Grade

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)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.10

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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

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	4.0:1

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	82	117,464
Average years experience in public schools	16.3	12.0
Average years experience in district	16.3	10.7
Teachers in district for 4 or more years	91.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	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	12:1	12:1
Students to Administrators	511:1	218:1
Teachers to Administrators	41:1	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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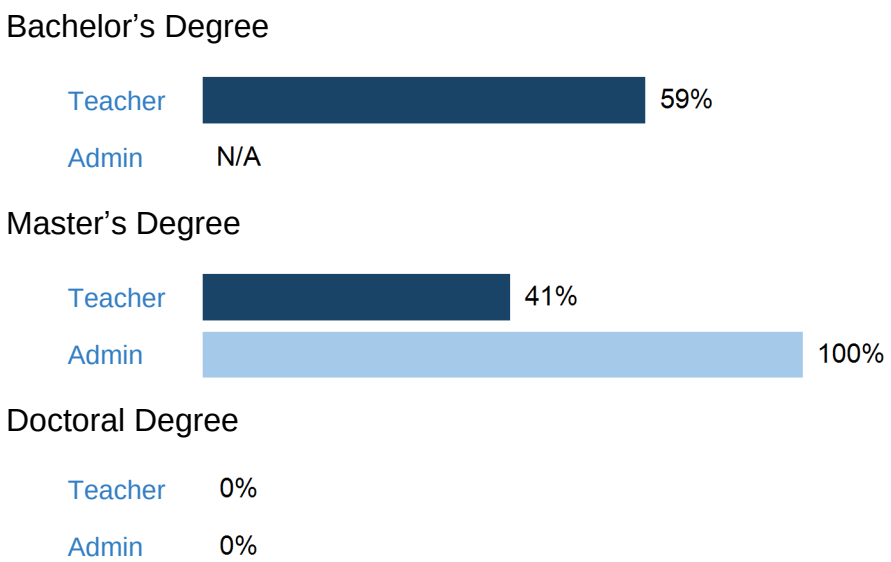
Teachers and Administrators - Level of Education

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	96.3%

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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	84.1%	50.0%
Male	15.9%	50.0%
White	76.8%	100.0%
Hispanic	13.4%	0.0%
Black or African American	6.1%	0.0%
Asian	3.7%	0.0%
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	58.89	15.0%
Mathematics Proficiency	35.01	15.0%
English Language Arts Growth	91.05	20.0%
Mathematics Growth	47.95	20.0%
Progress Towards English Language Proficiency	19.79	20.0%
Chronic Absenteeism	69.48	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	52.79	n/a
Summative Rating: Percentile Rank of Summative Score	53.79	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†	Exceeds Standard	Met Standard	Met Target†	Met	No
White	66.61	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	75.78	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	**	**	No	Met Target	Met Target	**	**	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	35.17	14.08	No	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	82.39	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	65.20	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	37.04	14.08	No	Not Met	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

CHRISTA MCAULIFFE SCHOOL
(17-2390-250)
Grades Offered: PK-08
2017-2018

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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:	• We have a partnership with the Grammy Museum where our students write and produced original music highlighting environmental awareness. • Project Reservoir, an award winning STEAM program for children in grades 5-8, gives students various opportunities to study in depth science applications to solve world problems.
Mission, Vision, Theme:	Challenge every student, every day, in every way.
Awards, Recognition, Accomplishments:	Our Project Reservoir teams have received many awards. We were Lexus Eco Challenge Finalist or First Place winner 5 times and champion 3 times. We have been Ecybermission finalists 4 times and Steam Tank Finalists 2016-2018. We have also received many academic and athletic accolades.

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Courses, Curriculum, Instruction:	We offer HOPE classes in grade 3-8. We offer Algebra to all 8th graders and they all participate in the PSATs. We utilize the Reading Street curriculum in grades K-5 and the Moving with Math program in grades K-7. Holt McDougal is utilized in grades 6-8 ELA
Sports and Athletics:	We have offered basketball, track, volleyball, soccer and others. We have won division championships in many of these sports and also won city-wide championships in girls volleyball.
Clubs and Activities:	Project Reservoir, Concert band, Rock band, Choir and a variety of other programs are offered for grades 3-8.

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Before and After School Programs:	Students have the opportunity to participate in Music, STEM, Project Reservoir, PSAT and PARCC prep, academic support and enrichment, and recreational programs among others throughout the year. We also have a Morning Stars and Casper programs at the school.
Staff and Professional Learning:	Our teachers participate in professional development within the district and at the school level. We also work to have our teacher leaders provide additional workshops. Teachers participate in inter-classroom visitation and meet regularly as departments and grade levels to further enhance their instructional practices.

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Student Supports and Services:	We have self-contained classes, in-class support classes and resource teachers to service our special education students. We offer ESL programs for those students determined in need.
Student Health and Wellness:	All students are provided with breakfast and we have a production kitchen for lunches. Students are provided with daily recess and physical education classes twice a week throughout the school year. We look to incorporate a sports recreational program as part of our afterschool programs.
Parent and Community Involvement:	Our school has a strong Parent Student Association. They conduct monthly meetings and activities to encourage students of all ages. We also sponsor nights at all grade levels to celebrate student achievement and learning. We host a monthly Student of the Month celebration with parents.

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Facilities:	Three years ago we launched our MaryAnn Hammer STEM lab that is used by all classes in the building with state of the art technology including 3D printers. Our library also has recently been refurbished.
School Safety:	We have two guidance counselors that work with our students. We also have a wealth of after school programs and projects to tap into all the interests of our students.

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Technology and STEM:	Students have access to chromebooks, laptops, desktops, iPads, etc. Students also have the ability to work in our STEM lab along with their teachers throughout the day.
Early Childhood Education:	We offer a full day Pre-K program for a maximum of 90 students. We have been able to serve all our Pre-K students within our classrooms at PS #28.