NJ SCHOOL PERFORMANCE REPORT

JAMES F. MURRAY SCHOOL
(17-2390-350)
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
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	HUDSON
District	JERSEY CITY
Principal Name	MS. JONES
Address	339 STEGMAN PARKWAY JERSEY CITY, NJ 07305-1408
Phone Number	(201)915-6620
Email Address	SJONES@JCBOE.ORG
Website	http://www.jcboe.org/

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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	58	59	54
KG	68	84	96
1	71	77	76
2	82	70	80
3	90	91	73
4	110	98	88
5	114	115	93
6	79	93	104
7	86	77	92
8	95	91	70
Total	853	855	826

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	50.1%	48.1%	47.5%
Male	49.9%	51.9%	52.5%
Economically Disadvantaged Students	65.8%	70.1%	67.9%
Students with Disabilities	10.1%	11.7%	10.4%
English Learners	4.7%	4.6%	5.6%
Homeless Students		1.1%	1.3%
Students in Foster Care		0.8%	0.5%
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	9.8%	9.8%	7.6%
Hispanic	25.1%	25.4%	25.1%
Black or African American	44.5%	44.3%	44.9%
Asian	18.8%	18.4%	19.9%
Native Hawaiian or Pacific Islander	1.1%	1.2%	1.1%
American Indian or Alaska Native	0.1%	0.1%	0.4%
Two or More Races	0.6%	0.8%	1.1%

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	58	59	54
KG - Half Day	0	0	0
KG - Full Day	68	84	96

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	85.0%
Tagalog	4.2%
Spanish	4.1%
Arabic	2.3%
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	46	53	50	Met Standard	43	52	50	Met Standard
White	45	59	50	Met Standard	43.5	59	51	Met Standard
Hispanic	42	52	49	Met Standard	41	50	48	Met Standard
Black or African American	44	46	44	Met Standard	40	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	57	61	61	Met Standard	55	63	61	Met Standard
American Indian or Alaska Native	N	75	52	**	N	*	53	**
Two or More Races	53.5	52	49	**	61	59	51	**
Economically Disadvantaged	47	52	48	Met Standard	41	50	47	Met Standard
Students with Disabilities	32	42	41	Not Met	35	41	43	Not Met
English Learners	53	63.5	54	**	57	58	51	**

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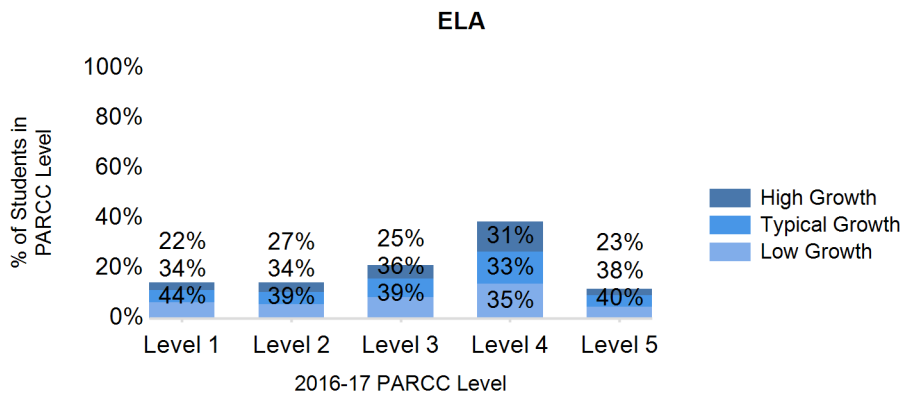
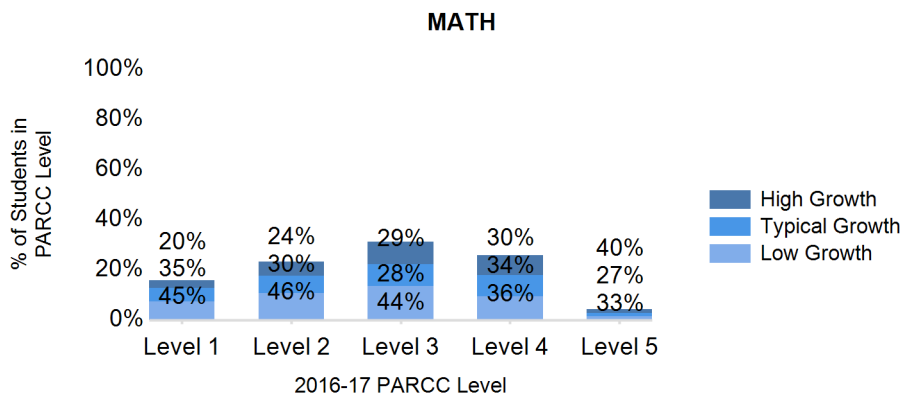
Student Growth by Performance Level

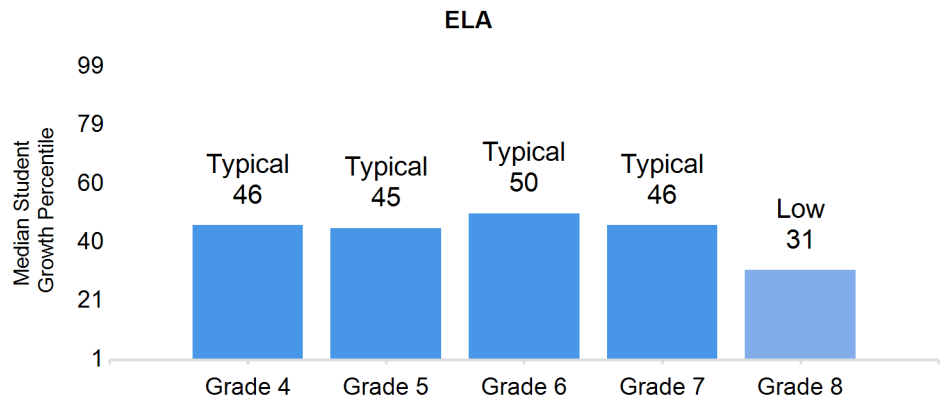
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

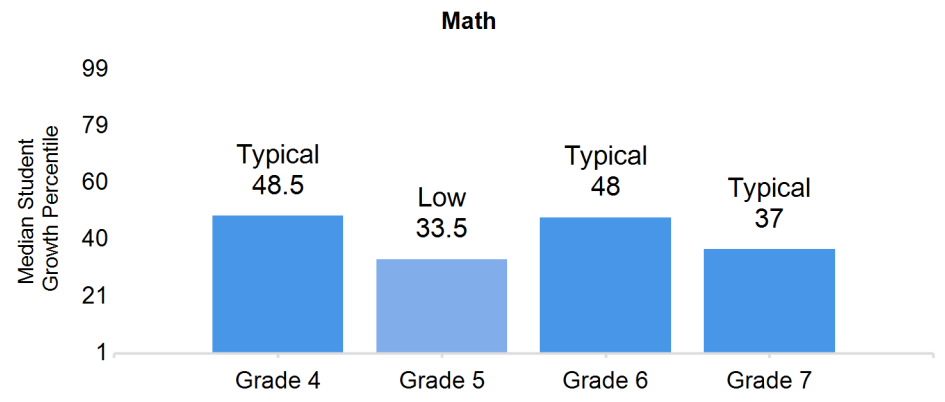




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	519	97.8	46.5	47.8	56.7	46.5	51.7	Not Met
White	37	100.0	51.3	55.3	65.6	51.3	64.1	Met Target†
Hispanic	139	95.9	42.4	*	42.5	42.4	43.7	Met Target†
Black or African American	232	97.6	34.5	32.8	37.3	34.5	43.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	90	100.0	75.6	74.3	82.3	75.6	75.1	Met Target
American Indian or Alaska Native	*	*	*	65.2	52.7	*	**	**
Two or More Races	*	*	*	61.5	63.4	*	N	N
Female	250	98.9	52.4	54.1	64.5	52.4		
Male	269	96.8	40.9	41.9	49.4	40.9		
Economically Disadvantaged Students	382	97.3	43.0	43.6	38.5	43.0	47.2	Met Target†
Non-Economically Disadvantaged Students	137	99.3	56.2	60.5	67.5	56.2		
Students with Disabilities	83	93.4	10.8	14.2	21.6	10.8	20.3	Not Met
Students without Disabilities	436	98.7	53.2	54.1	63.9	53.2		
English Learners	24	100.0	29.2	15.1	27.3	29.2	25.1	Met Target
Non-English Learners	495	97.7	47.3	51.3	59.4	47.3		
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	75	744	749	750	20%	13%	20%	*	*	47%	52%
White	*	*	759	759	*	*	*	*	*	*	61%
Hispanic	22	737	741	736	*	*	*	45%	0%	45%	38%
Black or African American	24	718	732	733	*	*	*	*	*	21%	35%
Asian, Native Hawaiian, or Pacific Islander	15	773	781	777	0%	*	*	*	*	73%	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	40	753	754	756	*	*	*	*	*	60%	57%
Male	35	734	743	744	*	*	*	*	*	31%	46%
Economically Disadvantaged Students	54	735	741	733	*	*	*	*	*	39%	34%
Non-Economically Disadvantaged Students	21	767	770	762	*	*	*	*	*	67%	64%
Students with Disabilities	12	702	700	719	*	*	*	*	*	17%	24%
Students without Disabilities	63	752	755	756	*	*	*	*	*	52%	57%
English Learners	*	*	718	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	753	753	*	*	*	*	*	*	55%
Homeless Students	N	N	720	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	751	N	N	N	N	N	N	52%
Migrant Students	N	N	N	741	N	N	N	N	N	N	48%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	742	749	756	15%	21%	23%	30%	11%	41%	58%
White	*	*	759	764	*	*	*	*	*	*	68%
Hispanic	27	732	745	744	*	*	*	*	*	30%	44%
Black or African American	40	733	732	739	*	28%	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	16	772	778	782	0%	0%	*	*	*	69%	83%
American Indian or Alaska Native	N	N	*	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	50	747	*	762	*	*	22%	*	*	48%	63%
Male	41	735	*	751	*	*	24%	*	*	32%	53%
Economically Disadvantaged Students	69	738	744	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	22	753	764	767	*	*	*	*	*	55%	70%
Students with Disabilities	11	704	707	726	*	*	*	*	*	*	25%
Students without Disabilities	80	747	755	762	*	*	*	*	*	*	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	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	89	745	747	755	17%	15%	24%	33%	12%	45%	58%
White	*	*	756	763	*	*	*	*	*	*	68%
Hispanic	23	726	745	743	*	*	*	*	*	30%	43%
Black or African American	38	738	728	738	*	*	29%	*	*	37%	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	N	N	*	763	N	N	N	N	N	N	65%
Female	39	755	*	762	*	*	*	*	*	56%	66%
Male	50	738	*	749	*	*	*	*	*	36%	51%
Economically Disadvantaged Students	71	744	743	739	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	18	751	759	766	*	*	*	*	*	39%	71%
Students with Disabilities	*	*	708	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	753	762	*	*	*	*	*	*	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	106	740	748	754	13%	20%	26%	*	*	41%	56%
White	*	*	753	761	*	*	*	*	*	*	66%
Hispanic	23	742	746	742	*	*	*	*	*	43%	42%
Black or African American	63	736	735	737	17%	21%	29%	*	*	33%	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	49	745	*	761	*	*	29%	*	*	45%	64%
Male	57	735	*	748	*	*	25%	*	*	37%	48%
Economically Disadvantaged Students	76	738	744	739	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	30	744	760	764	*	*	*	*	*	50%	68%
Students with Disabilities	20	704	712	723	*	*	*	*	*	*	18%
Students without Disabilities	86	748	754	760	*	*	*	*	*	*	63%
English Learners	*	*	724	712	*	*	*	*	*	*	*
Non-English Learners	*	*	750	755	*	*	*	*	*	*	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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	87	752	752	760	13%	17%	16%	31%	23%	54%	63%
White	*	*	759	768	*	*	*	*	*	*	72%
Hispanic	23	758	748	746	*	*	*	*	*	65%	49%
Black or African American	40	737	738	740	*	30%	*	*	*	35%	42%
Asian, Native Hawaiian, or Pacific Islander	17	776	781	790	*	*	*	*	*	76%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	42	753	760	769	*	*	*	*	*	55%	72%
Male	45	751	745	752	*	*	*	*	*	53%	54%
Economically Disadvantaged Students	60	752	748	742	*	*	*	*	*	57%	44%
Non-Economically Disadvantaged Students	27	752	765	771	*	*	*	*	*	48%	73%
Students with Disabilities	11	710	712	721	*	*	*	*	*	*	22%
Students without Disabilities	76	758	760	768	*	*	*	*	*	*	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

JAMES F. MURRAY SCHOOL
(17-2390-350)
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	76	753	750	759	*	*	36%	36%	13%	49%	60%
White	*	*	758	767	*	*	*	*	*	*	70%
Hispanic	21	742	745	744	*	*	*	*	*	43%	45%
Black or African American	35	747	738	739	*	*	46%	*	*	37%	39%
Asian, Native Hawaiian, or Pacific Islander	11	785	772	789	0%	*	0%	*	*	91%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	39	750	*	768	*	*	36%	*	*	44%	69%
Male	37	757	*	751	*	*	35%	*	*	54%	52%
Economically Disadvantaged Students	54	748	747	740	*	*	*	*	*	41%	42%
Non-Economically Disadvantaged Students	22	766	760	769	*	*	*	*	*	68%	71%
Students with Disabilities	11	713	712	719	*	*	*	*	*	*	19%
Students without Disabilities	65	760	756	766	*	*	*	*	*	*	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

JAMES F. MURRAY SCHOOL
(17-2390-350)
Grades Offered: PK-08
2017-2018

Report Key:
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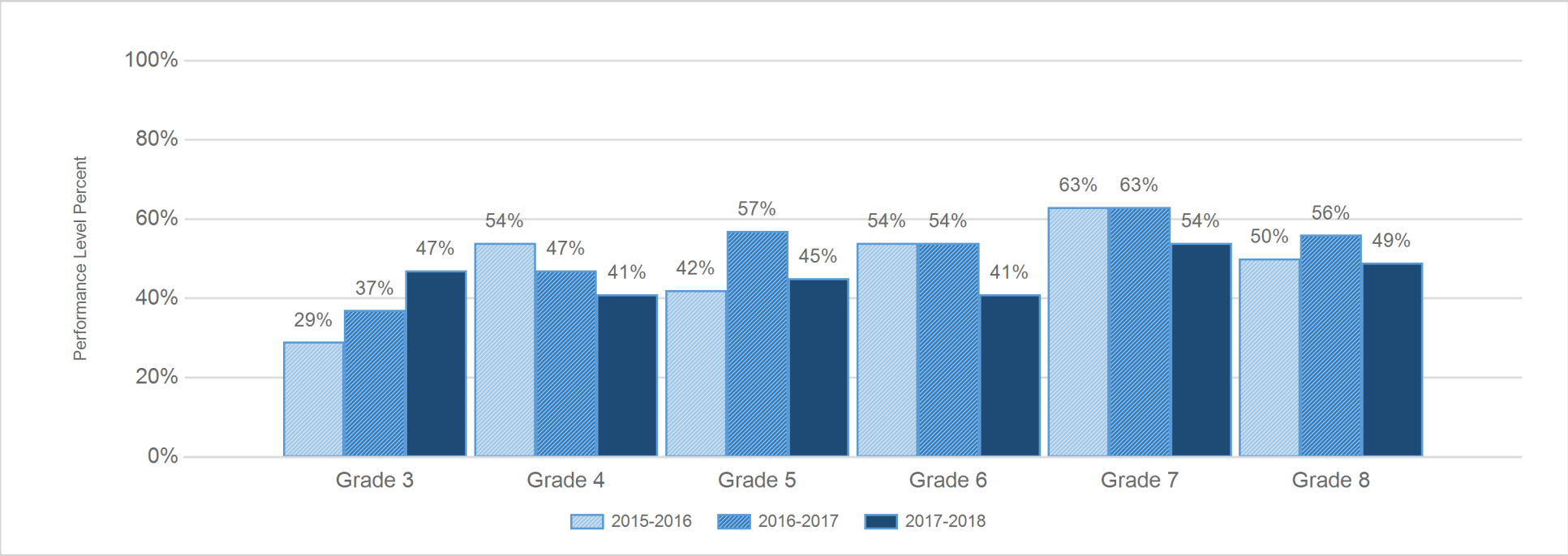
English Language Arts/Literacy Assessment - Performance Trends

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

JAMES F. MURRAY SCHOOL
(17-2390-350)
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	525	97.8	32.3	34.1	45.0	32.3	35.8	Not Met
White	38	100.0	39.5	45.2	54.1	39.5	50.7	Met Target†
Hispanic	140	95.9	27.1	28.5	29.2	27.1	28.2	Met Target†
Black or African American	236	97.7	23.8	17.8	23.4	23.8	28.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	90	100.0	57.8	64.9	77.0	57.8	55.3	Met Target
American Indian or Alaska Native	*	*	*	50.0	42.5	*	**	**
Two or More Races	*	*	*	52.3	53.0	*	N	N
Female	253	98.9	32.4	35.7	46.0	32.4		
Male	272	96.9	32.4	32.7	43.9	32.4		
Economically Disadvantaged Students	385	97.3	29.6	30.2	26.6	29.6	32.5	Met Target†
Non-Economically Disadvantaged Students	140	99.3	40.0	45.9	55.9	40.0		
Students with Disabilities	83	93.4	10.8	*	17.1	10.8	14.8	Met Target†
Students without Disabilities	442	98.7	36.4	*	50.5	36.4		
English Learners	30	100.0	20.0	16.6	24.6	20.0	16.6	Met Target
Non-English Learners	495	97.7	33.2	36.2	46.9	33.2		
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

JAMES F. MURRAY SCHOOL
(17-2390-350)
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	78	740	746	752	13%	27%	18%	*	*	42%	53%
White	*	*	758	760	*	*	*	*	*	*	64%
Hispanic	22	733	740	739	*	45%	*	*	*	41%	38%
Black or African American	26	725	728	734	*	*	*	*	*	27%	32%
Asian, Native Hawaiian, or Pacific Islander	15	761	777	780	0%	*	*	*	*	60%	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	40	739	746	752	*	*	*	*	*	45%	53%
Male	38	741	746	751	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	56	736	740	736	*	*	*	*	*	38%	35%
Non-Economically Disadvantaged Students	22	750	762	762	*	*	*	*	*	55%	66%
Students with Disabilities	12	727	715	730	*	*	0%	*	*	33%	29%
Students without Disabilities	66	743	750	756	*	*	21%	*	*	44%	57%
English Learners	*	*	732	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	748	754	*	*	*	*	*	*	56%
Homeless Students	N	N	724	723	N	N	N	N	N	N	20%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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

JAMES F. MURRAY SCHOOL
(17-2390-350)
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	91	738	738	748	14%	21%	25%	*	*	40%	49%
White	*	*	748	755	*	*	*	*	*	*	60%
Hispanic	27	728	735	737	*	*	*	*	*	30%	34%
Black or African American	40	729	721	730	*	*	*	30%	0%	30%	27%
Asian, Native Hawaiian, or Pacific Islander	16	770	767	774	0%	*	*	*	*	69%	80%
American Indian or Alaska Native	N	N	*	748	N	N	N	N	N	N	46%
Two or More Races	*	*	*	752	*	*	*	*	*	*	55%
Female	50	738	*	748	*	*	20%	*	*	44%	50%
Male	41	738	*	748	*	*	32%	*	*	34%	49%
Economically Disadvantaged Students	69	735	733	733	*	*	*	*	*	33%	30%
Non-Economically Disadvantaged Students	22	747	751	758	*	*	*	*	*	59%	62%
Students with Disabilities	11	706	710	725	*	*	*	*	*	*	22%
Students without Disabilities	80	742	742	753	*	*	*	*	*	*	55%
English Learners	*	*	727	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	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

JAMES F. MURRAY SCHOOL
(17-2390-350)
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	91	733	736	748	20%	27%	15%	26%	11%	37%	49%
White	*	*	746	756	*	*	*	*	*	*	60%
Hispanic	24	726	733	736	*	*	*	*	*	29%	32%
Black or African American	39	726	718	730	33%	28%	*	*	*	28%	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	N	N	*	754	N	N	N	N	N	N	55%
Female	41	734	*	749	*	24%	*	*	*	39%	50%
Male	50	732	*	747	*	30%	*	*	*	36%	48%
Economically Disadvantaged Students	72	732	732	733	*	*	*	*	*	39%	29%
Non-Economically Disadvantaged Students	19	734	747	758	*	*	*	*	*	32%	62%
Students with Disabilities	*	*	714	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	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

JAMES F. MURRAY SCHOOL
(17-2390-350)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	725	735	744	22%	27%	29%	*	*	22%	44%
White	*	*	744	751	*	*	*	*	*	*	54%
Hispanic	23	726	732	731	*	*	*	*	*	22%	27%
Black or African American	63	721	720	726	24%	30%	30%	16%	0%	16%	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	49	723	*	745	20%	31%	33%	*	*	16%	45%
Male	57	727	*	742	23%	25%	26%	*	*	26%	42%
Economically Disadvantaged Students	76	723	732	729	*	*	26%	*	*	21%	24%
Non-Economically Disadvantaged Students	30	731	743	753	*	*	37%	*	*	23%	56%
Students with Disabilities	20	702	707	717	*	*	*	*	*	*	13%
Students without Disabilities	86	731	740	748	*	*	*	*	*	*	49%
English Learners	*	*	720	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	737	745	*	*	*	*	*	*	45%
Homeless Students	*	*	726	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	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

JAMES F. MURRAY SCHOOL
(17-2390-350)
Grades Offered: PK-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	89	727	735	743	15%	39%	25%	*	*	21%	43%
White	*	*	743	750	*	*	*	*	*	*	54%
Hispanic	23	729	732	732	*	*	*	*	*	22%	27%
Black or African American	41	719	722	727	*	46%	24%	*	*	10%	21%
Asian, Native Hawaiian, or Pacific Islander	17	748	760	767	*	*	*	*	*	53%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	43	726	737	745	*	40%	26%	*	*	21%	45%
Male	46	729	734	741	*	39%	24%	*	*	22%	42%
Economically Disadvantaged Students	60	727	733	730	*	42%	*	*	*	20%	24%
Non-Economically Disadvantaged Students	29	728	743	751	*	34%	*	*	*	24%	55%
Students with Disabilities	11	703	706	717	*	*	*	*	*	*	12%
Students without Disabilities	78	731	741	748	*	*	*	*	*	*	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

JAMES F. MURRAY SCHOOL
(17-2390-350)
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	52	721	712	728	25%	31%	29%	*	*	15%	28%
White	*	*	723	736	*	*	*	*	*	*	36%
Hispanic	18	723	714	722	*	*	*	*	*	*	22%
Black or African American	26	721	702	715	*	*	*	*	*	23%	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	27	713	714	731	*	*	*	*	*	*	31%
Male	25	729	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	42	719	712	719	*	*	*	*	*	12%	20%
Non-Economically Disadvantaged Students	10	728	712	735	*	*	*	*	*	30%	35%
Students with Disabilities	11	699	696	705	*	*	*	*	*	*	*
Students without Disabilities	41	727	717	735	*	*	*	*	*	*	*
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

JAMES F. MURRAY SCHOOL
(17-2390-350)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	763	732	746	0%	0%	*	*	*	63%	46%
White	*	*	743	755	*	*	*	*	*	*	57%
Hispanic	*	*	725	730	*	*	*	*	*	*	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	*	*	*	755	*	*	*	*	*	*	54%
Female	12	759	734	748	0%	0%	*	*	*	67%	48%
Male	12	767	730	745	0%	0%	*	*	*	58%	44%
Economically Disadvantaged Students	12	766	729	729	0%	0%	*	*	*	67%	25%
Non-Economically Disadvantaged Students	12	760	739	756	0%	0%	*	*	*	58%	57%
Students with Disabilities	N	N	701	716	N	N	N	N	N	N	13%
Students without Disabilities	24	763	737	752	0%	0%	*	*	*	63%	52%
English Learners	N	N	705	710	N	N	N	N	N	N	*
Non-English Learners	24	763	736	749	0%	0%	*	*	*	63%	*
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

JAMES F. MURRAY SCHOOL
(17-2390-350)
Grades Offered: PK-08
2017-2018

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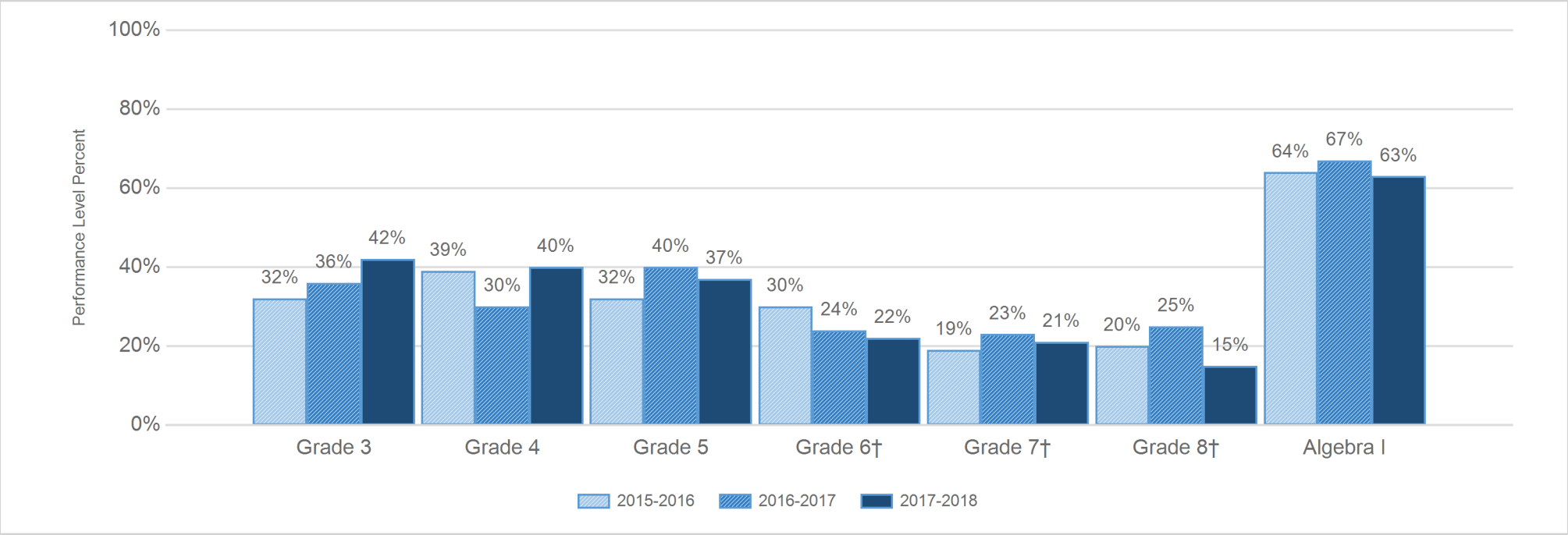
Mathematics Assessment – Performance Trends

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	*	*
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	60.7%	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	17	*	*
3-4	18	88.9%	11.1%
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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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	91
7	0	0	21
8	24	0	39
Total	24	0	151

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	104
7	0	0	0	0	0	0	91
8	0	0	0	0	0	0	69
Total	0	0	0	0	0	0	264

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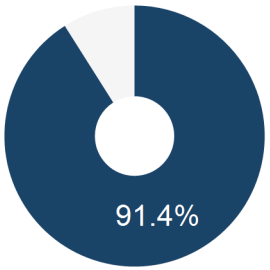
Visual and Performing Arts – Course Participation

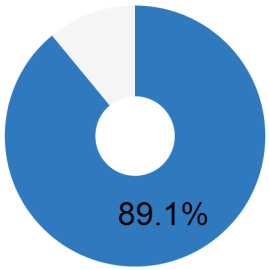
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

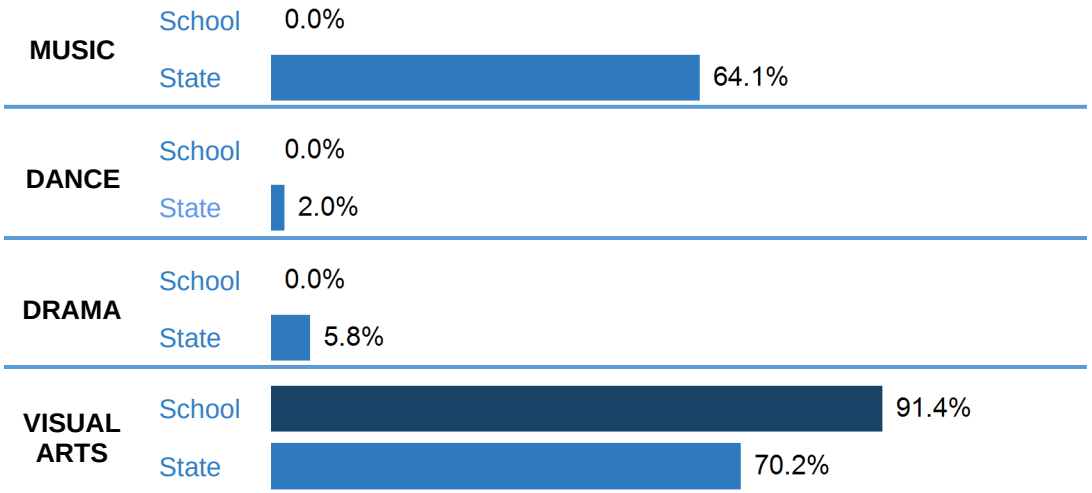


School



State

Students enrolled in one or more classes by discipline:



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

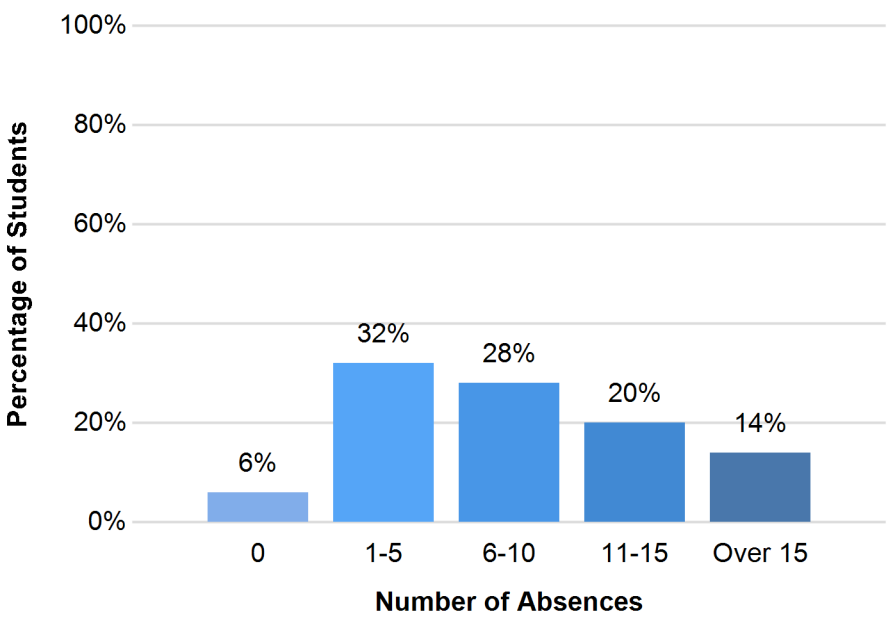
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	64	8.3	9.1	Met
White	4	6.7	9.1	Met
Hispanic	18	9.4	9.1	Not Met
Black or African American	38	10.8	9.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	4	2.5	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	51	9.7	9.1	Not Met
Students with Disabilities	16	18.0	9.1	Not Met
English Learners	4	10.3	9.1	Not Met

Days Absent

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



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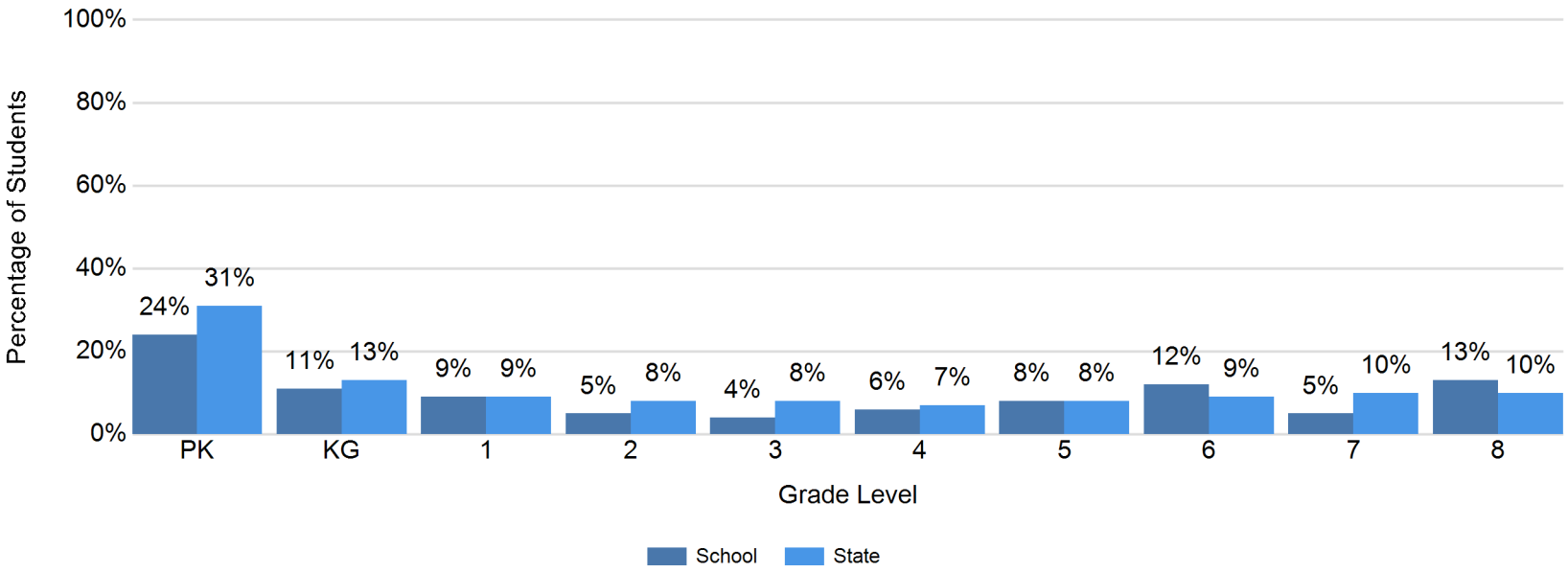
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.09

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	3
Weapons	1
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
36

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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	4.6:1

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	66	117,464
Average years experience in public schools	13.3	12.0
Average years experience in district	13.3	10.7
Teachers in district for 4 or more years	89.4%	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	826:1	218:1
Teachers to Administrators	66:1	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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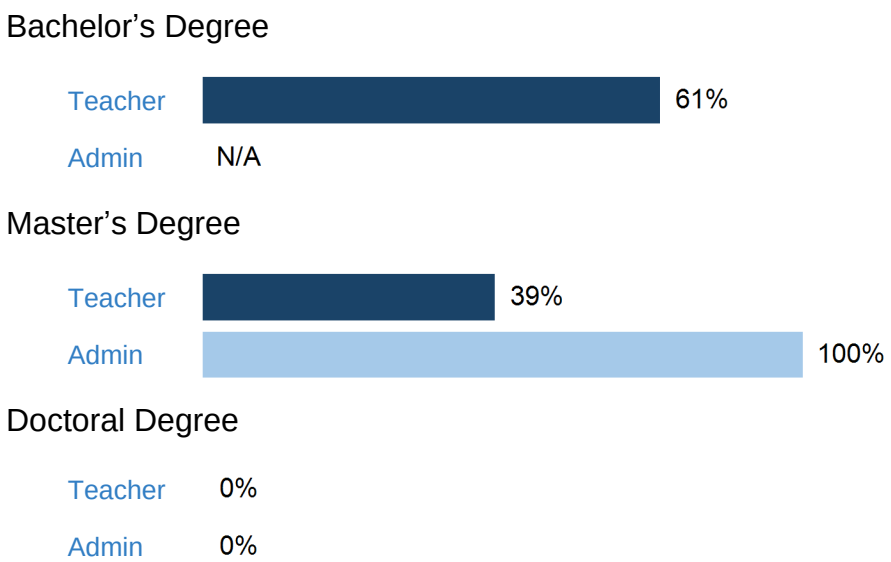
Teachers and Administrators - Level of Education

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	94.9%

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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	86.4%	0.0%
Male	13.6%	100.0%
White	75.8%	100.0%
Hispanic	12.1%	0.0%
Black or African American	7.6%	0.0%
Asian	4.5%	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	29.03	15.0%
Mathematics Proficiency	18.90	15.0%
English Language Arts Growth	31.52	20.0%
Mathematics Growth	22.61	20.0%
Progress Towards English Language Proficiency	65.53	20.0%
Chronic Absenteeism	42.45	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	35.37	n/a
Summative Rating: Percentile Rank of Summative Score	26.13	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	Not Met	Not Met	Met Standard	Met Standard	Met Target	Met	No
White	24.70	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	33.65	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	46.69	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	31.81	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	48.70	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	23.77	14.08	No	Not Met	Met Target†	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	Met Target	Met Target	**	**	**	Not Met	No

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

NJ SCHOOL PERFORMANCE REPORT

JAMES F. MURRAY SCHOOL
(17-2390-350)
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:	• In 1998 a drama club was introduced. Over 200 students participate yearly and learn to make decisions and produce their own work of art. Drama provides opportunities to all varieties of learners. • Project Based Learning creates an inquiry classroom which allows students to excel in their learning style. The students demonstrate a multifaceted project which challenges academic intellects. • The College and Career Fair offers students opportunities to amplify voices, learn about careers, and learn from professionals. It exposes students to careers. They can begin planning for the future.
Mission, Vision, Theme:	The vision of the James F. Murray School is to develop young men and women with active and creative minds, a sense of understanding and compassion for others. Every student who graduates from #38 school should graduate high school and be ready to go on to college or a career. We strive to encourage and expose our students to all the possibilities life has to offer them and build a community of lifetime learners. The mission of the James F. Murray School is defined as administrators, teachers, parents and students. We are respectful and responsible members of the community. We embrace the value of education every day. Our goals are to achieve and maintain high standards of excellence in Language Arts and Mathematics. We stress Basics and Beyond by living up to our mantra, “I Believe I can Achieve. I Strive to Inspire Others. I care about My Success!”
Awards, Recognition, Accomplishments:	James F. Murray School is the proud recipient of the highest attendance award for the months of April and October in 2018. Our students have received awards for their oratory skills. Students also have received awards in the Jersey City History Essay Contest. Over the past 8 years many students' art was accepted into the Jersey City permanent art collection. Our FLLego Team placed 2nd in the 2018-2019 district robotics competition. Fourth graders were awarded second place in the Liberty House Annual Snowflake Christmas Tree Contest. The drama team performances rival that of Broadway. Eighth graders who have excelled academically, and have demonstrated school spirit and are committed to community service are recipients’ of awards and scholarships which are part of the James F. Murray legacy. Many teachers are recipients of Donor Choose Awards. Each year two dedicated educators are recognized as Outstanding Teacher of the Year and World Language Teacher of the Year.

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Courses, Curriculum, Instruction:	James F. Murray School offers HOPE classes in grades three through eight. Our students are also given the opportunity to excel in Algebra in grade 8. Students in grade three are part of the Jersey City Biomedical Engineering Initiative which introduces students to the core ideas of technology, and engineering through problem based learning. Sixth and Seventh grade students participate in Science to Students, which develops skills in STEM. Artistically Talented Classes are offered to students to develop their natural abilities.
Clubs and Activities:	Students may join the Lego League where they research a real problem they must design, a robot using LEGO. Students may express their artistic abilities by joining Art on the Glass. Student Council amplifies the students' voice by creating a channel of leadership and communication. National Junior Honor Society recognizes students who have excelled academically while providing community service. Capital One Financial Park exposes students to financial literacy. The Mustang Band Program offers students a chance to develop their musical talent. Middle school students with vocal range and ability may join the Mustang Choir. They share their talents with the community through concerts. The Drama Club introduces students to musical theater. The Biomedical Engineering club introduces students to PBL. Student Leadership Culture and Climate Ambassadors promote positive behavior. Science 2 Student club promotes the principles of design, by applying scientific principles to STEM projects.

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Before and After School Programs:	James F. Murray School offers grades Pre k-5th Morning Stars and C.A.S.P.E.R. programs. These programs offer assistance for working parents. Students are given breakfast and dinner as well as homework help and supervised play time. Many extended learning programs are offered. Students in grades 3 through 8 are offered Early Morning Tutorial from March to May. Beginning in February through May, students in grades 4 through 8 will be given the opportunity for extended learning after school. Grades 6, 7, 8 will also have an additional lunchtime program, Lunch & Learn, that runs from February to May.
Staff and Professional Learning:	The James F. Murray Professional Learning Communities are an ongoing process where educators work collaboratively to analyze data and put best practices into the classroom. The Steering Committee, the head of each PLC team, meets monthly to plan the direction of upcoming PLC's. We focus on data driven instruction, small groups, differentiated instruction, interactive notebooks and inquiry based learning in math and language arts. Teachers are given opportunities to select and share best practices with self selected professional development. We share ideas and open our classroom doors to peer to peer visits. Student voice in amplified into our PLC's through Student Council. The students represent the student body and express their thoughts and allow us to see if our PLCs 'are moving in a direction which benefits the students' learning.

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Student Supports and Services:	James F. Murray School offers many services for the struggling student or the student who needs assistance. We have extended day academic programs, IR&S, in class support, pull out replacement, self contained classrooms and ELL programs. We offer ELL students in class support and pullout services in the area of language arts. Our special needs population is offered in class support and pull out replacement. James F. Murray School is the hub for self contained 7th grade special education students in a Transition II class. The Child Study Team is available to offer counseling and assist in any academic, social, emotional accommodations as needed. The guidance counselors have an open door policy for students who need advice. The guidance department also assists all eighth graders with choosing the high school that will be met their needs. In addition we have a full time nurse, and two guidance counselors who serve as part of the IR&S team.
Student Health and Wellness:	Students are served breakfast and lunch on a daily bases in accordance to district and federal guidelines. Students who attend the after school program C.A.S.P.E.R. are served dinner and a snack in accordance to the district and federal guidelines. The students in grades K-8 participate weekly in physical education classes. The students also have 20 minutes of recess daily. James F. Murray School has a wellness team which promotes healthy living, good dietary choices and arranges for guest speakers. Every Wednesday is Wellness Wednesday where the entire school population pauses and takes part in a physical activity together.
Parent and Community Involvement:	The James F. Murray School PTA is active and thriving. The PTA conducts an annual membership drive in the fall. The PTA supports the students with its annual fundraising to benefit the students by offsetting the cost of field trips, field day, and student centered activities. The PTA meets monthly to listen, voice and share their concerns. The Parent Teacher Association also conducts the annual Mother's Day Plant Sale. Parents volunteer their time to assist with sales. Their support of the Drama Club is overwhelming from financial support, to box office sales, to volunteering. Hudson County Department of Cultural Affair and Tourism provides our students with tickets to attend the annual ballet presented at NJCU. The National Junior Honor Society, along with the Jersey City Police Department donated dinners to families in need. Third graders are given gifts from the New Jersey Apartment Association. The middle school students are required to complete community service.

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School Safety:	James F. Murray School has a school safety team. The school safety team consists of administration, guidance, teachers, security and custodial staff. The team meets to discuss safety issues and concerns as well as conducting and participating in safety drills. The Student Leadership Culture and Climate Team supports school safety through promoting positive behavior. Students are awarded oat notes and given the chance to be recognized in monthly assemblies.

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Technology and STEM:	James F. Murray School prides itself on the STEM initiatives and programs it has available for its student body. The Biomedical Engineering Program has enabled students in grades 3, 4, and 5 to create and design 3D printed biomedical devices that assist handicap and disabled youth across the country. The Lego League program offers students the opportunity to learn utilize robotic computer coding and teamwork to complete challenges based on science based themes. The Science2Students program enables students (grades 6th and 7th) and the Science 2 Students Technology Center to simultaneously conduct a series of supplemental, age-appropriate, hands-on virtual science experiments with professional scientists in their classrooms. On a daily basis, our school has a 1:1 computer ratio that allows for technology integration in all academic subjects. Teachers and students utilize Google Classroom, MyOn, IXL.com, Shmoop, and the Google Learning Suite to enhance student learning.
Early Childhood Education:	James F. Murray School has four Pre-K classes which are full day. We do have Pre-K students who are bused to different locations. Our Pre-k students follow the district guidelines and curriculum.

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Other Information:	Uniform Policy :Kindergarden through Grade 5Girls & Boys : Powder blue top with PS#38 logo, Navy blue skirt, jumper or slacks, Navy blue tights or knee high socks, Dark shoes: (black/ blue),Sweater / Hoodie: (navy blue)Middle School Students Grades 6, 7, and 8, Girls & Boys: Grey golf shirts with school logo, Navy blue slacks, Navy blue skirt or jumper, Navy blue tights or knee high socks, Dark shoes (black/blue), Sweater/Hoodie (navy blue/grey)