NJ SCHOOL PERFORMANCE REPORT

PAUL ROBESON COMMUNITY SCHOOL FOR THE ARTS
(23-3530-123)
Grades Offered: PK-07
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	MIDDLESEX
District	NEW BRUNSWICK CITY
Principal Name	MR. MOORING
Address	199 COMMERCIAL AVE NEW BRUNSWICK, NJ 08901-2734
Phone Number	(732)745-5300
Email Address	KELLY_MOORING@NBPSNJ.NET
Website	http://pr.nbpschools.net/
Facebook	https://www.facebook.com/nbpschools.prcs
Twitter	https://twitter.com/PaulRobesonNBPS

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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	75	8	8
KG	113	92	85
1	116	82	90
2	73	92	69
3	72	75	75
4	61	59	68
5	53	51	55
6	0	52	58
7	0	0	43
Total	563	511	551

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	43.3%	46.0%	47.0%
Male	56.7%	54.0%	53.0%
Economically Disadvantaged Students	62.3%	89.0%	90.9%
Students with Disabilities	16.0%	15.3%	17.4%
English Learners	20.6%	14.7%	22.3%
Homeless Students		1.8%	1.3%
Students in Foster Care		0.4%	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	0.4%	0.2%	0.0%
Hispanic	88.1%	89.0%	91.1%
Black or African American	11.0%	10.4%	8.5%
Asian	0.4%	0.0%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or More Races	0.0%	0.2%	0.0%

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	75	8	8
KG - Half Day	0	0	0
KG - Full Day	113	92	85

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	79.1%
English	20.7%
Other Languages	0.2%

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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	57	55	50	Met Standard	41	48	50	Met Standard
White	N	50	50	**	N	41.5	51	**
Hispanic	58	55	49	Met Standard	41.5	48	48	Met Standard
Black or African American	53	49.5	44	Met Standard	37	51	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	55	61	**	*	29	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	57.5	55	48	Met Standard	42	48	47	Met Standard
Students with Disabilities	45	41	41	Met Standard	43.5	40	43	Met Standard
English Learners	61	59	54	Exceeds Standard	39.5	49	51	Not Met

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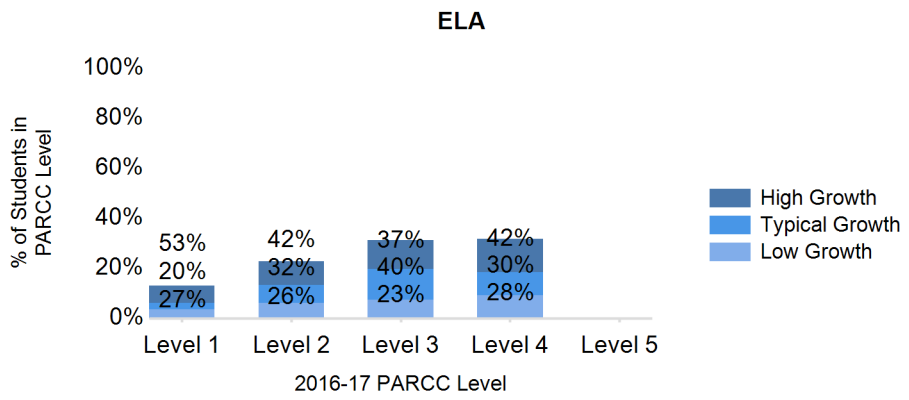
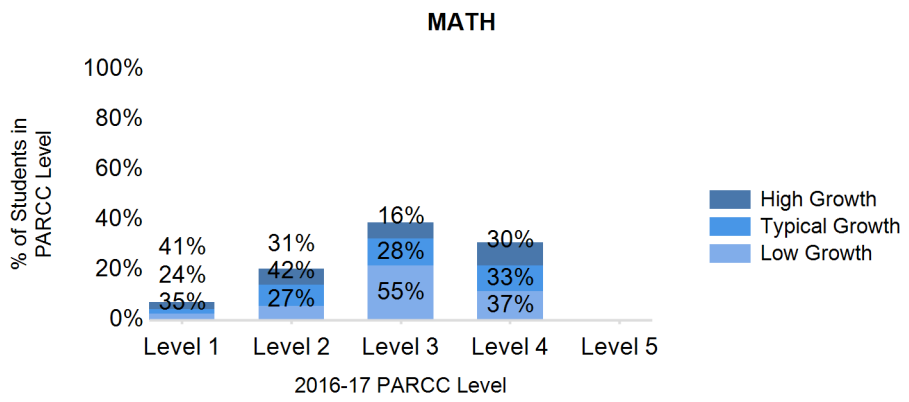
A student's SGP falls between 1 and 99 and can be grouped into three level **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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 by Performance Level

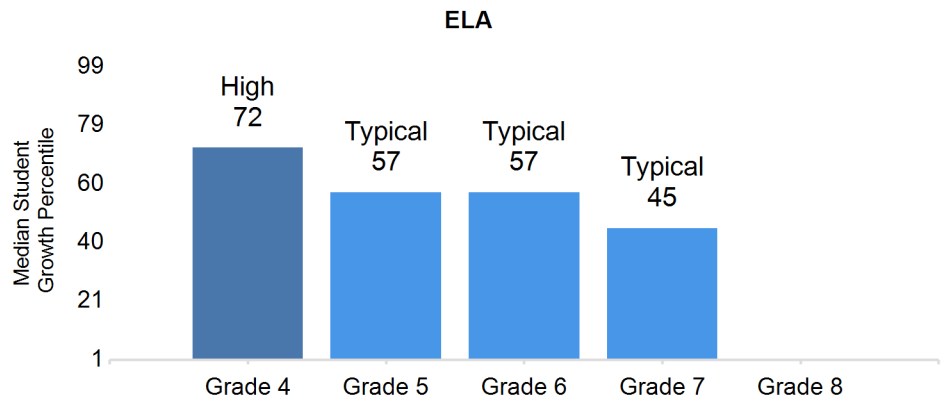
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

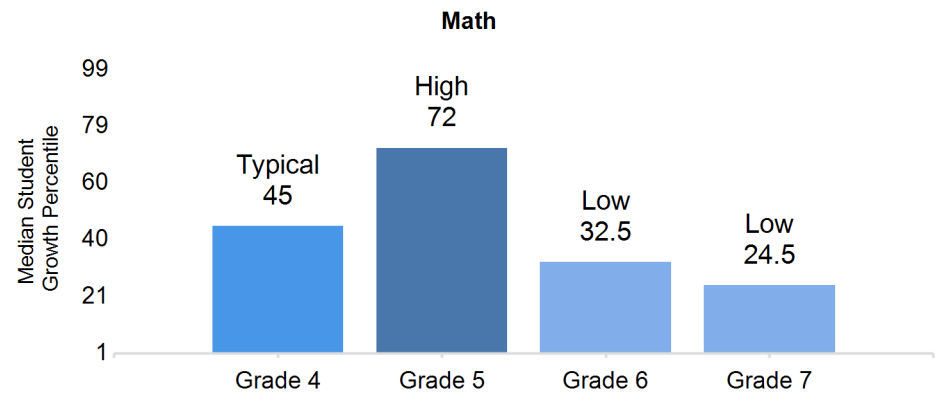




Student Growth by Grade

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	327	97.7	37.7	31.1	56.7	37.7	31.5	Met Target
White	N	N	N	48.6	65.6	N	**	**
Hispanic	288	97.7	36.8	30.6	42.5	36.8	30.5	Met Target
Black or African American	37	97.4	43.2	33.0	37.3	43.2	43.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	64.3	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	157	97.6	43.9	37.2	64.5	43.9		
Male	170	97.7	31.7	25.4	49.4	31.7		
Economically Disadvantaged Students	278	98.3	38.1	*	38.5	*	32.9	Met Target
Non-Economically Disadvantaged Students	49	94.4	34.7	*	67.5	*		
Students with Disabilities	44	97.8	11.4	*	21.6	11.4	12.3	Met Target†
Students without Disabilities	283	97.6	41.7	*	63.9	41.7		
English Learners	87	97.8	22.9	15.4	27.3	22.9	26.4	Met Target†
Non-English Learners	240	97.6	43.0	36.7	59.4	43.0		
Homeless Students	*	*	*	16.9	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	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	79	728	721	750	18%	28%	29%	25%	0%	25%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	69	726	*	736	19%	30%	29%	22%	0%	22%	38%
Black or African American	*	*	733	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	43	736	727	756	*	*	*	*	*	33%	57%
Male	36	719	715	744	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	56	720	719	733	25%	*	23%	*	*	20%	34%
Non-Economically Disadvantaged Students	23	747	732	762	0%	*	43%	*	*	39%	64%
Students with Disabilities	*	*	693	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	726	756	*	*	*	*	*	*	57%
English Learners	17	701	699	712	*	*	*	*	*	*	15%
Non-English Learners	62	735	729	753	*	*	*	*	*	*	55%
Homeless Students	*	*	711	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	69	745	735	756	*	*	46%	*	*	36%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	735	744	*	*	*	*	*	*	44%
Black or African American	*	*	733	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	31	744	738	762	*	*	39%	*	*	39%	63%
Male	38	746	*	751	*	*	53%	*	*	34%	53%
Economically Disadvantaged Students	*	*	735	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	738	767	*	*	*	*	*	*	70%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	739	762	*	*	*	*	*	*	64%
English Learners	*	*	719	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	740	759	*	*	*	*	*	*	61%
Homeless Students	*	*	722	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	*	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	56	745	733	755	*	*	32%	*	*	46%	58%
White	N	N	*	763	N	N	N	N	N	N	68%
Hispanic	50	744	733	743	*	*	32%	*	*	46%	43%
Black or African American	*	*	735	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	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	25	753	739	762	*	*	*	*	*	56%	66%
Male	31	739	727	749	*	*	*	*	*	39%	51%
Economically Disadvantaged Students	*	*	731	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	742	766	*	*	*	*	*	*	71%
Students with Disabilities	*	*	707	724	*	*	*	*	*	*	22%
Students without Disabilities	*	*	738	762	*	*	*	*	*	*	65%
English Learners	*	*	705	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	59%
Migrant Students	N	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	67	746	736	754	*	16%	33%	*	*	49%	56%
White	N	N	*	761	N	N	N	N	N	N	66%
Hispanic	*	*	*	742	*	*	*	*	*	*	42%
Black or African American	*	*	738	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	N	N	N	761	N	N	N	N	N	N	64%
Female	35	748	744	761	*	*	*	*	*	51%	64%
Male	32	744	730	748	*	*	*	*	*	47%	48%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	764	*	*	*	*	*	*	68%
Students with Disabilities	*	*	710	723	*	*	*	*	*	*	18%
Students without Disabilities	*	*	742	760	*	*	*	*	*	*	63%
English Learners	*	*	717	712	*	*	*	*	*	*	*
Non-English Learners	*	*	738	755	*	*	*	*	*	*	*
Homeless Students	N	N	723	729	N	N	N	N	N	N	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	62	731	740	760	19%	*	34%	*	*	32%	63%
White	N	N	*	768	N	N	N	N	N	N	72%
Hispanic	*	*	*	746	*	*	*	*	*	*	49%
Black or African American	*	*	734	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	N	N	N	767	N	N	N	N	N	N	68%
Female	27	743	747	769	*	*	37%	*	*	44%	72%
Male	35	722	733	752	*	*	31%	*	*	23%	54%
Economically Disadvantaged Students	52	735	739	742	*	*	*	*	*	37%	44%
Non-Economically Disadvantaged Students	10	710	742	771	*	*	*	*	*	10%	73%
Students with Disabilities	13	708	*	721	*	*	*	*	*	*	22%
Students without Disabilities	49	737	*	768	*	*	*	*	*	*	71%
English Learners	*	*	713	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	742	762	*	*	*	*	*	*	64%
Homeless Students	N	N	748	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%

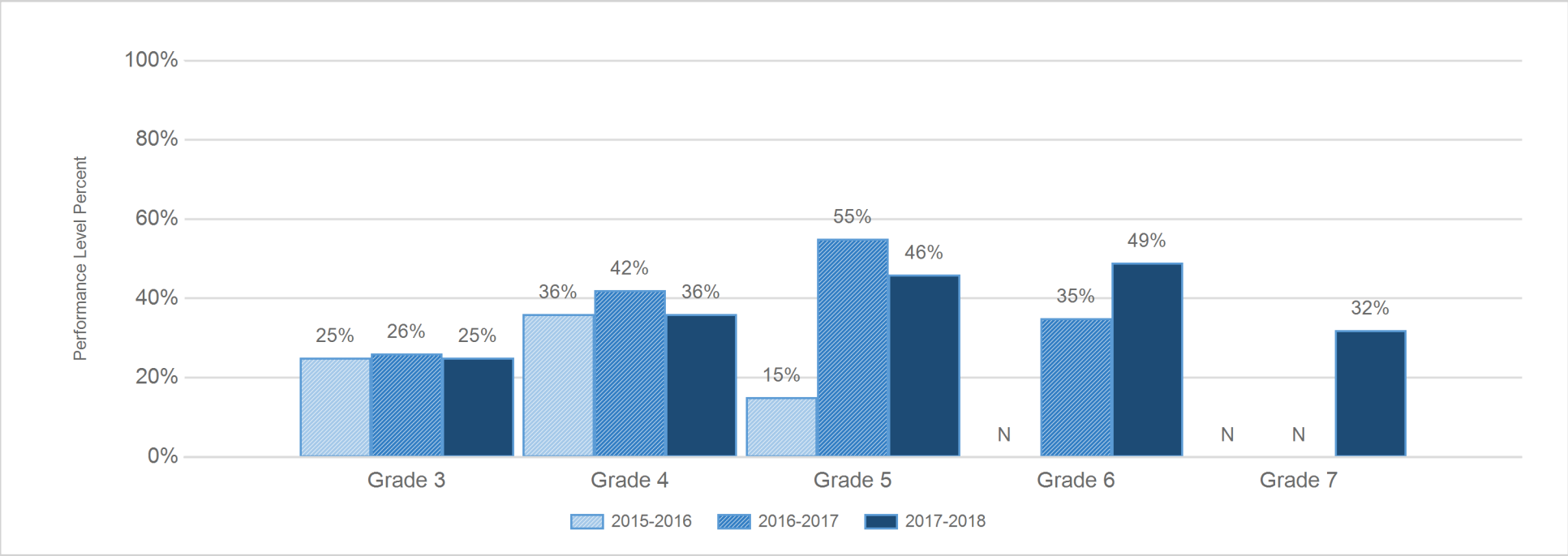
NJ SCHOOL PERFORMANCE REPORT

PAUL ROBESON COMMUNITY SCHOOL FOR THE ARTS
(23-3530-123)
Grades Offered: PK-07
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 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

PAUL ROBESON COMMUNITY SCHOOL FOR THE ARTS
(23-3530-123)
Grades Offered: PK-07
2017-2018

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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	328	97.7	32.0	23.0	45.0	32.0	47.2	Not Met
White	N	N	N	41.5	54.1	N	**	**
Hispanic	289	97.7	32.5	22.8	29.2	32.5	47	Not Met
Black or African American	37	97.4	29.7	21.8	23.4	29.7	33.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.2	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	157	97.6	30.0	23.9	46.0	30.0		
Male	171	97.8	33.9	22.2	43.9	33.9		
Economically Disadvantaged Students	278	98.3	31.0	*	26.6	*	45	Not Met
Non-Economically Disadvantaged Students	50	94.5	38.0	*	55.9	*		
Students with Disabilities	44	97.8	11.4	*	17.1	11.4	16.4	Met Target†
Students without Disabilities	284	97.6	35.2	*	50.5	35.2		
English Learners	89	97.9	16.8	15.5	24.6	16.8	41	Not Met
Non-English Learners	239	97.6	37.6	25.8	46.9	37.6		
Homeless Students	*	*	*	10.6	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	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	749	734	752	*	13%	35%	*	*	46%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	69	747	*	739	*	14%	36%	*	*	42%	38%
Black or African American	*	*	737	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	43	750	735	752	*	*	30%	*	*	47%	53%
Male	36	749	733	751	*	*	42%	*	*	44%	53%
Economically Disadvantaged Students	56	744	733	736	*	*	*	*	*	39%	35%
Non-Economically Disadvantaged Students	23	763	742	762	*	*	*	*	*	61%	66%
Students with Disabilities	*	*	716	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	737	756	*	*	*	*	*	*	57%
English Learners	17	721	722	726	*	*	*	*	*	12%	23%
Non-English Learners	62	757	739	754	*	*	*	*	*	55%	56%
Homeless Students	*	*	723	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

PAUL ROBESON COMMUNITY SCHOOL FOR THE ARTS
(23-3530-123)
Grades Offered: PK-07
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	69	739	735	748	*	25%	38%	*	*	32%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	735	737	*	*	*	*	*	*	34%
Black or African American	*	*	726	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	31	730	733	748	*	*	32%	*	*	23%	50%
Male	38	746	*	748	*	*	42%	*	*	39%	49%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	734	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	714	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	739	753	*	*	*	*	*	*	55%
English Learners	*	*	725	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	52%
Homeless Students	*	*	721	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	*	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

PAUL ROBESON COMMUNITY SCHOOL FOR THE ARTS
(23-3530-123)
Grades Offered: PK-07
2017-2018

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N No Data is available to display
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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	56	754	736	748	*	*	34%	*	*	50%	49%
White	N	N	*	756	N	N	N	N	N	N	60%
Hispanic	50	755	736	736	*	*	30%	*	*	54%	32%
Black or African American	*	*	733	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	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	25	758	737	749	*	*	*	*	*	52%	50%
Male	31	750	734	747	*	*	*	*	*	48%	48%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	743	758	*	*	*	*	*	*	62%
Students with Disabilities	*	*	721	726	*	*	*	*	*	*	20%
Students without Disabilities	*	*	739	752	*	*	*	*	*	*	55%
English Learners	*	*	730	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	N	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

NJ SCHOOL PERFORMANCE REPORT

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(23-3530-123)
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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	68	731	725	744	*	28%	40%	*	*	24%	44%
White	N	N	*	751	N	N	N	N	N	N	54%
Hispanic	*	*	*	731	*	*	*	*	*	*	27%
Black or African American	*	*	727	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	N	N	N	749	N	N	N	N	N	N	52%
Female	36	730	728	745	*	*	*	*	*	17%	45%
Male	32	733	722	742	*	*	*	*	*	31%	42%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	753	*	*	*	*	*	*	56%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	13%
Students without Disabilities	*	*	729	748	*	*	*	*	*	*	49%
English Learners	*	*	706	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	N	N	722	718	N	N	N	N	N	N	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%

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(23-3530-123)
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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	62	722	728	743	*	*	*	*	*	*	43%
White	N	N	*	750	N	N	N	N	N	N	54%
Hispanic	*	*	*	732	*	*	*	*	*	*	27%
Black or African American	*	*	723	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	N	N	N	748	N	N	N	N	N	N	51%
Female	26	724	728	745	*	*	*	*	*	*	45%
Male	36	720	728	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	52	723	728	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	10	715	729	751	*	*	*	*	*	*	55%
Students with Disabilities	13	710	*	717	*	*	*	*	*	*	12%
Students without Disabilities	49	725	*	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	744	*	*	*	*	*	*	45%
Homeless Students	N	N	732	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%

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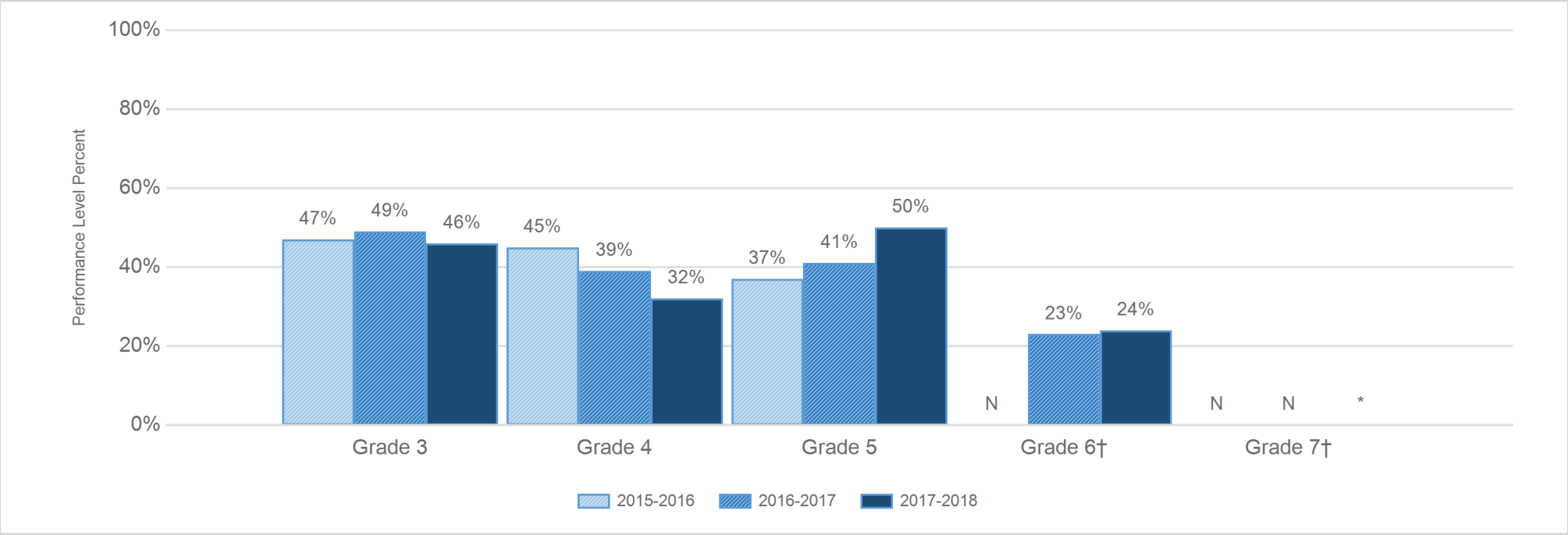
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	N	N
7	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	64.9%	46.8%	Exceeds

† 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	33	81.8%	18.2%
3-4	59	81.4%	18.6%
5 or more	25	76.0%	24.0%

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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	69
7	0	0	47
Total	0	0	116

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	68	0	0	0	0	0	0
7	48	0	0	0	0	0	0
Total	116	0	0	0	0	0	0

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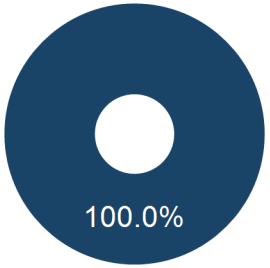
Visual and Performing Arts – Course Participation

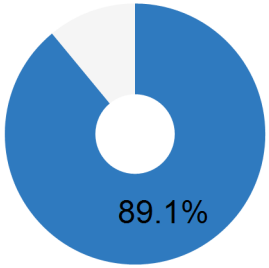
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

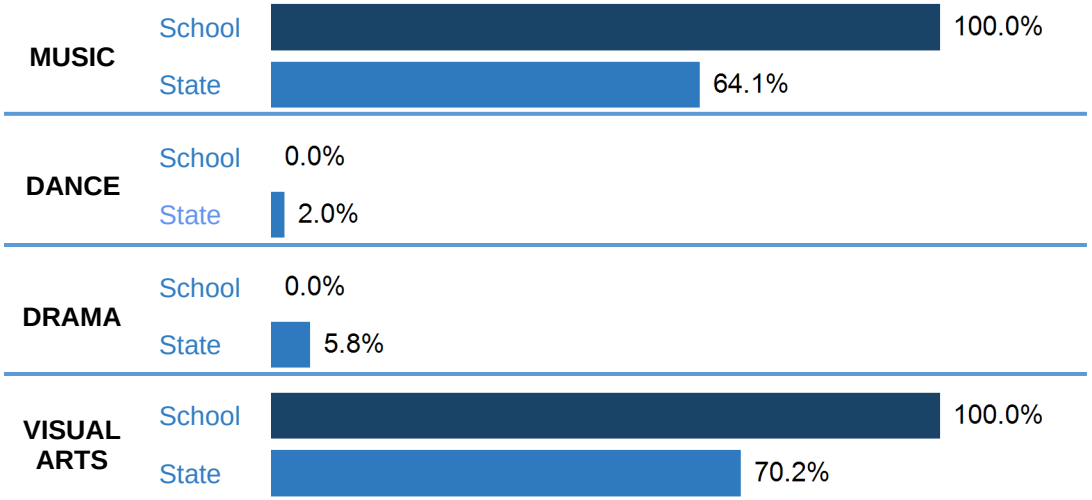


School



State

Students enrolled in one or more classes by discipline:



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2017-2018

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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.

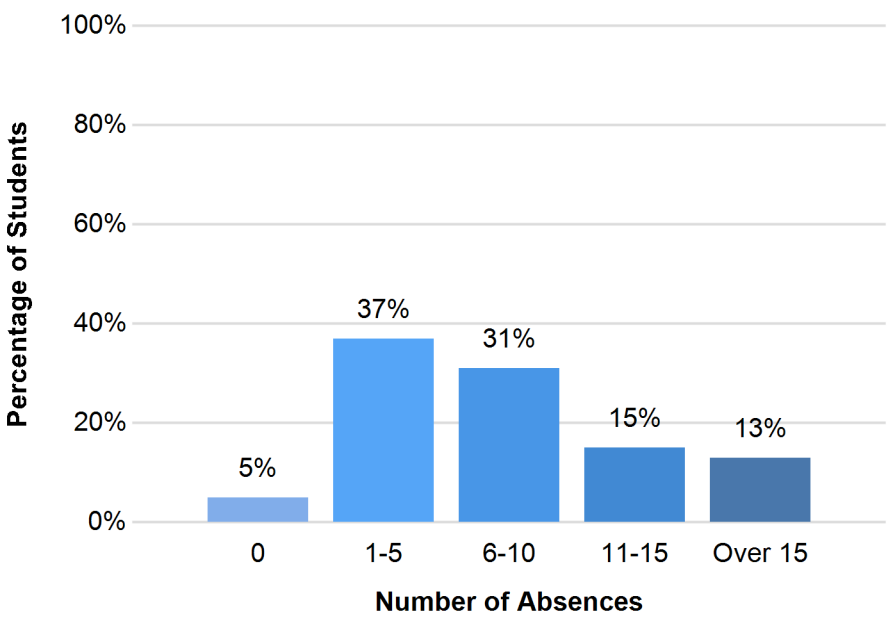
Chronic Absenteeism

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	44	8.1	9.0	Met
White	N	N	N	N
Hispanic	40	8.1	9.0	Met
Black or African American	4	8.7	9.0	Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	41	8.2	9.0	Met
Students with Disabilities	12	13.5	9.0	Not Met
English Learners	11	9.1	9.0	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.



NJ SCHOOL PERFORMANCE REPORT

PAUL ROBESON COMMUNITY SCHOOL FOR THE ARTS
(23-3530-123)
Grades Offered: PK-07
2017-2018

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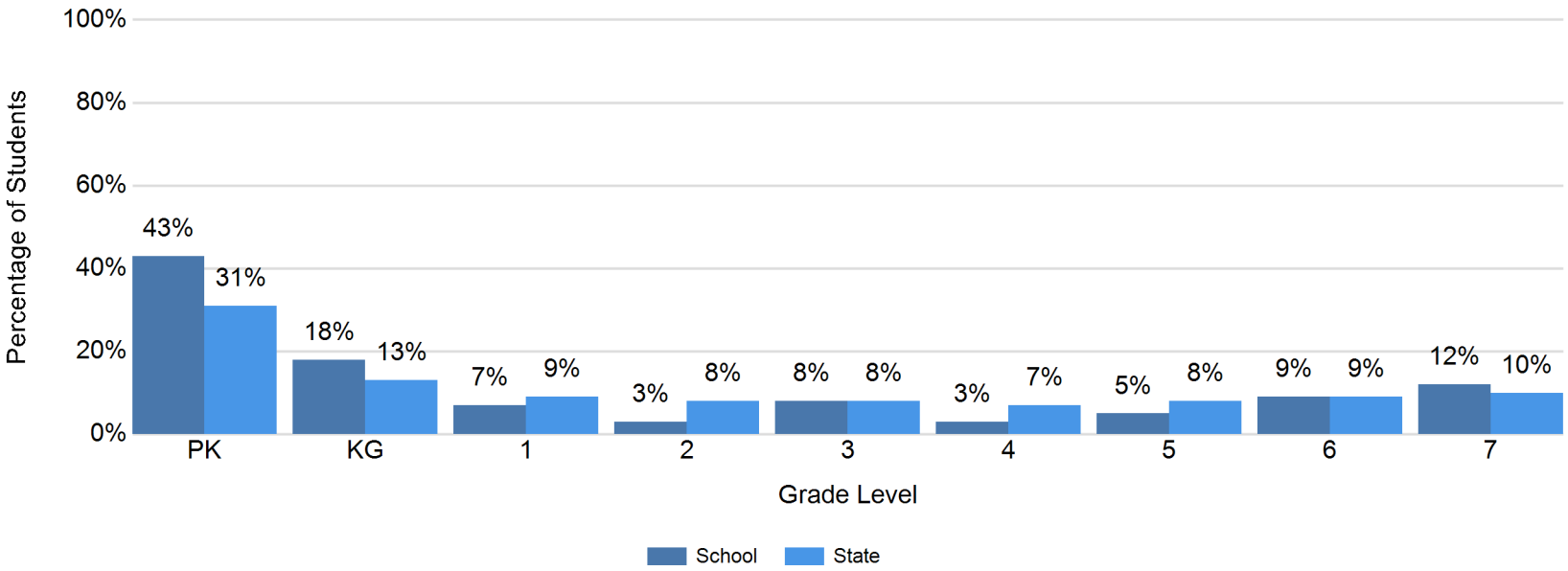
Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.54

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	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	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	10	10
No Identified Nature	1		1

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
23

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	2 Hrs. 53 Mins.

Device Ratios

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

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

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)	$919	$15,490	$16,409

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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	49	117,464
Average years experience in public schools	9.3	12.0
Average years experience in district	7.8	10.7
Teachers in district for 4 or more years	66.7%	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	56	9,374
Average years experience in public schools	13.6	16.0
Average years experience in district	8.8	12.0
Administrators in district for 4 or more years	67.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	13:1
Students to Administrators	276:1	182:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1130:1
Students to Nurses		509:1
Students to Counselors		565:1
Students to Child Study Team		221:1

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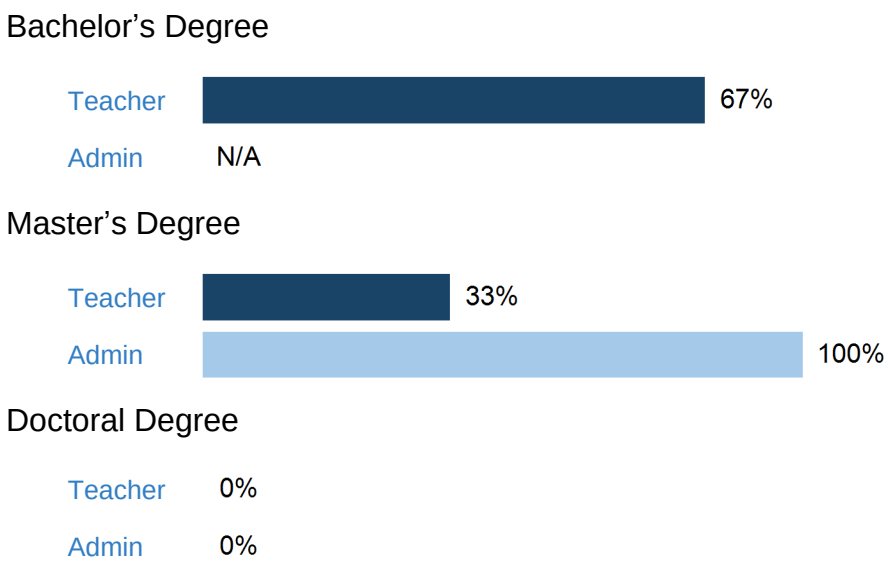
Teachers and Administrators - Level of Education

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	91.5%	90.2%
2016-17 Administrators: Same district 2017-18	85.7%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.0%

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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	81.6%	50.0%
Male	18.4%	50.0%
White	63.3%	0.0%
Hispanic	12.2%	0.0%
Black or African American	20.4%	100.0%
Asian	4.1%	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	21.27	15.0%
Mathematics Proficiency	26.54	15.0%
English Language Arts Growth	74.64	20.0%
Mathematics Growth	20.59	20.0%
Progress Towards English Language Proficiency	74.26	20.0%
Chronic Absenteeism	48.32	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	45.90	n/a
Summative Rating: Percentile Rank of Summative Score	42.36	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	Not Met	Met Standard	Met Standard	Exceeds Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	48.39	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	60.10	14.08	No	Met Target	Met Target†	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	57.93	14.08	No	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	45.32	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	48.28	14.08	No	Met Target†	Not Met	Exceeds Standard	Not Met	Not Met	Not Met	No

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

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School Narrative

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

Highlights:	• Paul Robeson Community School for the Arts is an arts themed school for students in grades K – 7 In New Brunswick, NJ. • Our students in Grades 3 - 7 have 1 to 1 access to chromebooks. Laptops and tablets are available for K-2 classrooms. • Students participate in 10 week residencies with artists from George Street Playhouse integrating Theater and ELA.
Mission, Vision, Theme:	New Brunswick Public Schools will prepare, empower, and inspire students to become engaged in their own learning, their environment, and the world. Students will develop their creative problem-solving and critical thinking skills to innovate solutions to complex challenges. The entire community will collaborate to create a nurturing environment that allows students to reach these goals.
Awards, Recognition, Accomplishments:	The Paul Robeson Community School for the Arts Social Emotional Learning Day was selected by Character.Org as a Promising Practice for 2018. The SEL Day focused on key traits of character and involved all students and staff members in activities that promoted positive interactions between students. Students participated in games and activities related to the key aspects of character.

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Courses, Curriculum, Instruction:	Paul Robeson Community School for the Arts integrates arts into the established district curriculum by providing opportunities for students to participate in academic units integrated with the Arts. Teachers and staff participate in professional development activities that support teachers in integrating the Academic Arts Standards into instruction and also in providing students with rigorous, and challenging activities that include high level tasks that promote student achievement.
Sports and Athletics:	Grade 7 Robeson students participated in Track and Field with students from New Brunswick Middle School. Students in Grade 4 participated in the Swimming Program. The program is offered to all Grade 4 students in the district and takes place at the Robert Wood Johnson Wellness Center.
Clubs and Activities:	Students at Paul Robeson Community School for the Arts had the option to participate in a Science Environmental Club, Morning Zumba, The Civic League Ambassadors Program, Textile Art Club, and a Drama and Music Club. In addition, a Robeson student won 1st place in the district 5th grade Spelling Bee.

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Before and After School Programs:	Civic League of Greater New Brunswick After School Program for students in Grades 3 - 7.
Staff and Professional Learning:	Integrating the use of High Level tasks into Academic instruction in the areas of math and English Language Arts. Teachers are also learning how to integrate the Arts into the Academic curricular program in order to enhance both and support student achievement.

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Student Supports and Services:	Basic Skill Instructional Support for identified students; Extended School Day Program to support students in need of additional academic support; Summer Academy that targeted primary students in need of additional literacy support; Individual Education Plans for students with identified learning disabilities; Intervention & Referral Services to provide additional teaching strategies and supports to teachers and families of students in need of additional assistance.
Student Health and Wellness:	School Based Counseling Services; School Social Worker; School Counselor; School Psychologist; Students participate in 160 minutes of Physical Education and Health Education weekly along with 20 minutes of recess daily; Students can receive a breakfast daily in the classroom at the start of the school day.
Parent and Community Involvement:	Regular PTO Meetings are offered by the school Parent Teacher Organization; Parents have access to the Parent Portal through the school information system where they can check student grades and track student progress. The school partners with the Community Food Bank of New Jersey.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Parents, Students, Teachers, Staff are surveyed annually to assess the overall climate of the school community. the results support the school in identifying activities and initiatives that support the school and staff members in providing an optimal setting for learning.
Facilities:	The building housing the school is a temporary facility that is being utilized until the school's primary location is completed. The existing structure at 199 Commercial Avenue is undergoing an expansion and interior renovation and will be open for the 2018 - 2019 school year. The current facility at 40 Van Dyke is a spacious facility with air conditioned classrooms and carpeted floors.

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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.

Other Information:	Paul Robeson Community School for the Arts integrates arts into the established district curriculum by providing opportunities for students to participate in English Language Arts, Math, Science, and Social Studies through academic units integrated with at least one of the following new Academic Arts standards. Teachers and staff participate in professional development activities that support teachers in both integrating the Academic Arts Standards into instruction and also in providing students with rigorous activities that include high level tasks promoting student achievement. Classroom teachers focus on providing students with engaging, high level tasks that promote the development of independent thinking and reasoning skills in Math. After working to solve the high level tasks independently, students work in small groups with classmates to identify optimal solutions to problems and then share their findings and techniques for solving the problem with their classmates and teacher. Teachers seek to support students in developing fluency with numbers and mathematical operations. As the school transitions into a fully formed theme school for the arts over the next several years, we are excited to continue our existing partnerships with groups such as George Street Playhouse with whom we have in-school theater residencies with teaching artists. Students and teachers continue partnerships with the American Repertory Ballet and the New Jersey Symphony Orchestra. Our students will benefit from these and other experiences with professionals in the world of the arts as we provide students from Kindergarten through Grade 8 (in our expanded school after the two year expansion and renovation project) opportunities to be Prepared, Empowered, and Inspired Leaders and Lifelong Learners.