NJ SCHOOL PERFORMANCE REPORT

GREGORY ELEMENTARY SCHOOL
(25-2770-110)
Grades Offered: KG-05
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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† This indicates a table specific note,see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	MONMOUTH
District	LONG BRANCH CITY
Principal Name	MRS. MC CARTHY
Address	201 MONMOUTH AVENUE LONG BRANCH, NJ 07740-6992
Phone Number	(732)222-7048
Email Address	BMCCARTHY@LONGBRANCH.K12.NJ.US
Website	https://www.longbranch.k12.nj.us

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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
KG	13	6	4
1	112	110	116
2	112	102	102
3	135	108	98
4	126	124	110
5	126	131	123
Total	624	581	553

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	45.4%	45.3%	45.0%
Male	54.6%	54.7%	55.0%
Economically Disadvantaged Students	82.2%	83.5%	85.2%
Students with Disabilities	22.3%	23.1%	23.3%
English Learners	7.2%	3.1%	6.0%
Homeless Students		2.1%	1.1%
Students in Foster Care		0.3%	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	19.1%	18.2%	19.5%
Hispanic	51.6%	50.3%	49.2%
Black or African American	24.7%	25.5%	24.8%
Asian	1.0%	1.0%	1.1%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.2%
Two or More Races	3.2%	4.5%	5.2%

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
KG - Half Day	0	0	0
KG - Full Day	13	6	4

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	55.7%
Spanish	35.1%
Portuguese	6.7%
Other Languages	2.5%

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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	45	56	50	Met Standard	53	53	50	Met Standard
White	33.5	58	50	Not Met	66	57	51	Exceeds Standard
Hispanic	46.5	58	49	Met Standard	54	55	48	Met Standard
Black or African American	51	50.5	44	Met Standard	40.5	42	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56	61	**	*	47	61	**
American Indian or Alaska Native	*	*	52	**	*	*	53	**
Two or More Races	35	44.5	49	**	43	49	51	**
Economically Disadvantaged	44	56	48	Met Standard	48.5	53	47	Met Standard
Students with Disabilities	28	33	41	Not Met	46	43	43	Met Standard
English Learners	53.5	56	54	Met Standard	54	58	51	Met Standard

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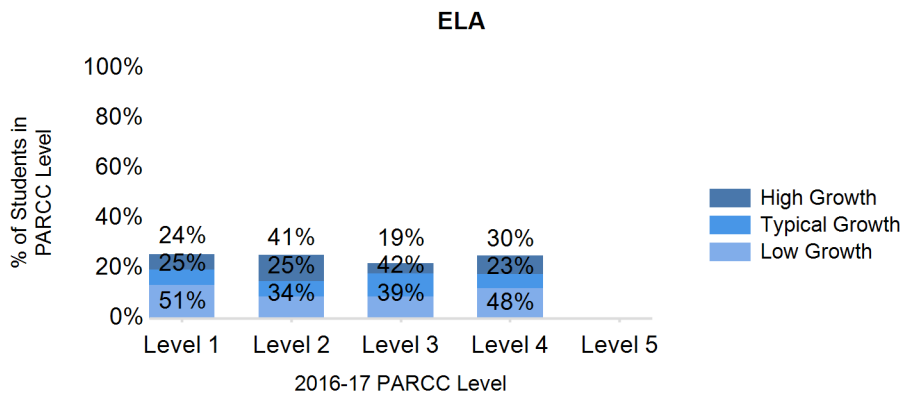
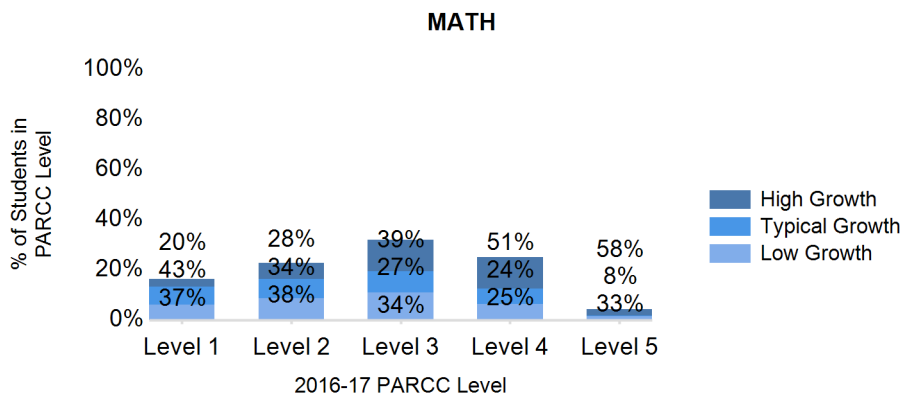
Student Growth by Performance Level

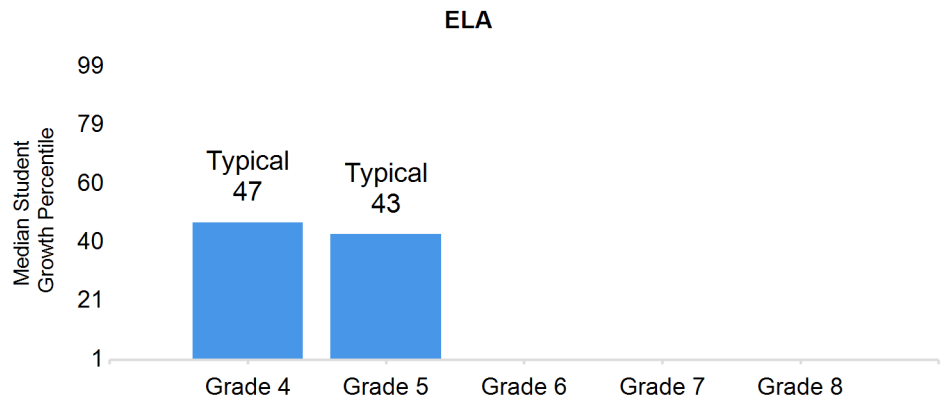
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

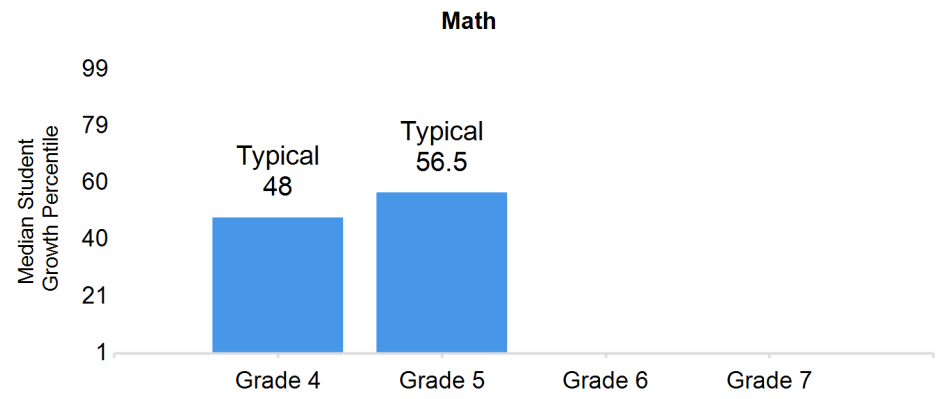




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	405	99.8	31.3	34.1	56.7	31.3	29.7	Met Target
White	73	98.7	49.3	42.7	65.6	49.3	46.3	Met Target
Hispanic	216	100.0	26.8	31.0	42.5	26.8	26.1	Met Target
Black or African American	90	100.0	25.6	29.5	37.3	25.6	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	21	100.0	38.1	44.8	63.4	38.1	N	N
Female	189	99.5	39.7	42.8	64.5	39.7		
Male	216	100.0	24.1	26.3	49.4	24.1		
Economically Disadvantaged Students	345	100.0	26.1	30.9	38.5	26.1	25.4	Met Target
Non-Economically Disadvantaged Students	60	98.5	61.7	49.2	67.5	61.7		
Students with Disabilities	92	100.0	12.0	10.3	21.6	12.0	17.9	Not Met
Students without Disabilities	313	99.7	37.0	38.2	63.9	37.0		
English Learners	87	100.0	20.7	*	27.3	20.7	9.4	Met Target
Non-English Learners	318	99.7	34.2	*	59.4	34.2		
Homeless Students	*	*	*	27.3	27.7	*		
Students In Foster Care	*	*	*	*	26.3	*		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	740	726	750	18%	16%	29%	*	*	37%	52%
White	26	755	733	759	*	*	*	*	*	54%	61%
Hispanic	59	731	721	736	22%	20%	27%	31%	0%	31%	38%
Black or African American	21	743	729	733	*	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	*	*	*	758	*	*	*	*	*	*	58%
Female	54	751	732	756	*	*	26%	*	*	50%	57%
Male	64	730	721	744	*	*	31%	*	*	27%	46%
Economically Disadvantaged Students	99	735	723	733	*	*	*	*	*	31%	34%
Non-Economically Disadvantaged Students	19	766	748	762	*	*	*	*	*	68%	64%
Students with Disabilities	24	708	*	719	*	*	*	*	*	17%	24%
Students without Disabilities	94	748	*	756	*	*	*	*	*	43%	57%
English Learners	*	*	694	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	734	753	*	*	*	*	*	*	55%
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	23%
Military-Connected Students	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	132	733	727	756	20%	21%	27%	*	*	32%	58%
White	*	*	737	764	*	*	*	*	*	*	68%
Hispanic	63	735	*	744	16%	24%	27%	*	*	33%	44%
Black or African American	41	726	*	739	24%	24%	29%	*	*	22%	39%
Asian, Native Hawaiian, or Pacific Islander	N	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	*	*	*	763	*	*	*	*	*	*	63%
Female	63	744	*	762	*	17%	32%	*	*	41%	63%
Male	69	723	*	751	*	25%	23%	*	*	23%	53%
Economically Disadvantaged Students	114	730	*	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	18	752	*	767	*	*	*	*	*	61%	70%
Students with Disabilities	26	708	*	726	42%	*	*	*	*	12%	25%
Students without Disabilities	106	739	*	762	14%	*	*	*	*	37%	64%
English Learners	*	*	698	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	731	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	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	158	731	736	755	21%	18%	35%	*	*	26%	58%
White	23	748	*	763	*	*	*	*	*	52%	68%
Hispanic	97	727	734	743	22%	22%	37%	*	*	20%	43%
Black or African American	29	724	730	738	*	*	*	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	*	*	*	752	*	*	*	*	*	*	53%
Two or More Races	*	*	747	763	*	*	*	*	*	*	65%
Female	77	736	743	762	17%	*	42%	*	*	30%	66%
Male	81	725	729	749	25%	*	28%	*	*	22%	51%
Economically Disadvantaged Students	133	727	735	739	*	*	*	*	*	20%	39%
Non-Economically Disadvantaged Students	25	748	740	766	*	*	*	*	*	56%	71%
Students with Disabilities	37	700	*	724	*	*	*	*	*	*	22%
Students without Disabilities	121	740	*	762	*	*	*	*	*	*	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	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	*	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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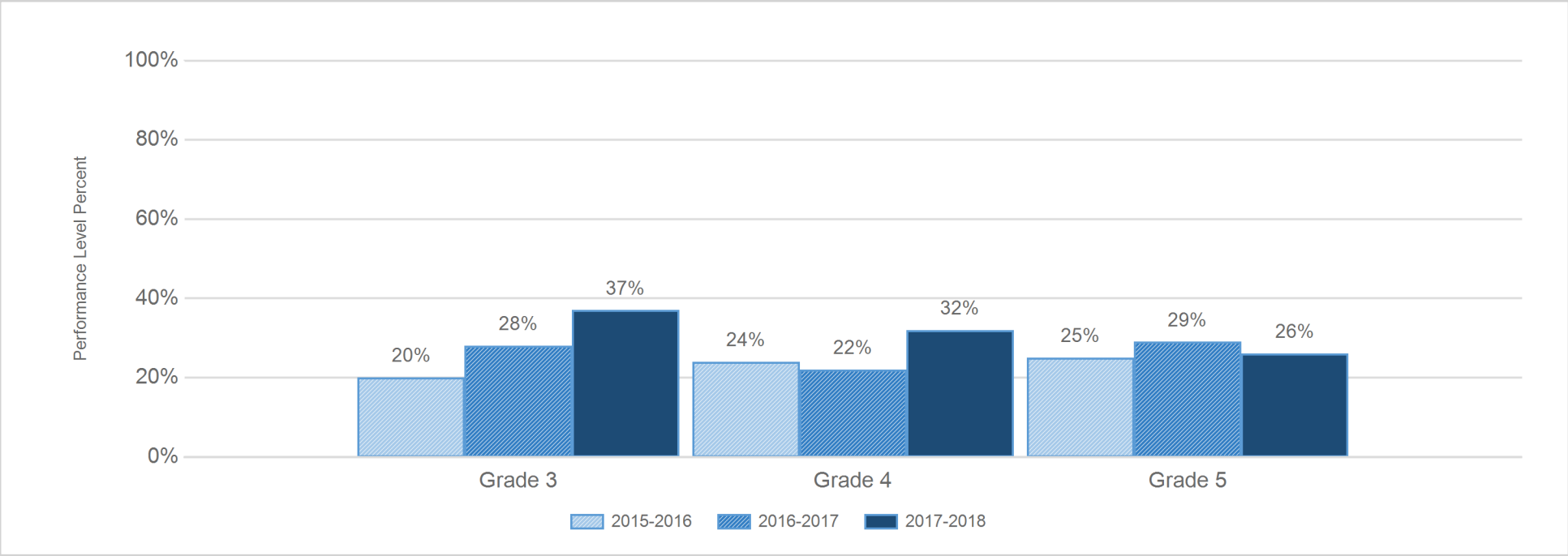
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	405	99.8	36.0	30.5	45.0	36.0	34.3	Met Target
White	73	98.7	50.7	38.9	54.1	50.7	50.4	Met Target
Hispanic	216	100.0	34.8	28.6	29.2	34.8	31.5	Met Target
Black or African American	90	100.0	23.3	21.9	23.4	23.3	27.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	21	100.0	47.6	41.3	53.0	47.6	N	N
Female	189	99.5	39.2	33.3	46.0	39.2		
Male	216	100.0	33.3	28.0	43.9	33.3		
Economically Disadvantaged Students	345	100.0	31.0	29.0	26.6	31.0	30.4	Met Target
Non-Economically Disadvantaged Students	60	98.5	65.0	38.0	55.9	65.0		
Students with Disabilities	92	100.0	17.4	10.9	17.1	17.4	20.3	Met Target†
Students without Disabilities	313	99.7	41.5	33.7	50.5	41.5		
English Learners	87	100.0	35.6	*	24.6	35.6	16.5	Met Target
Non-English Learners	318	99.7	36.2	*	46.9	36.2		
Homeless Students	*	*	*	22.2	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	749	739	752	10%	15%	26%	36%	13%	48%	53%
White	26	758	746	760	*	*	*	*	*	65%	64%
Hispanic	59	747	737	739	*	17%	22%	*	*	49%	38%
Black or African American	21	738	731	734	*	*	52%	*	*	24%	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	*	*	*	757	*	*	*	*	*	*	59%
Female	54	750	740	752	*	*	30%	*	*	48%	53%
Male	64	747	739	751	*	*	23%	*	*	48%	53%
Economically Disadvantaged Students	99	745	737	736	*	18%	*	*	*	42%	35%
Non-Economically Disadvantaged Students	19	767	752	762	*	0%	*	*	*	79%	66%
Students with Disabilities	24	730	*	730	*	*	*	*	*	38%	29%
Students without Disabilities	94	753	*	756	*	*	*	*	*	51%	57%
English Learners	*	*	725	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	743	754	*	*	*	*	*	*	56%
Homeless Students	N	N	*	723	N	N	N	N	N	N	20%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	23%
Military-Connected Students	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

GREGORY ELEMENTARY SCHOOL
(25-2770-110)
Grades Offered: KG-05
2017-2018

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	731	731	748	19%	25%	27%	*	*	29%	49%
White	*	*	740	755	*	*	*	*	*	*	60%
Hispanic	63	736	*	737	*	19%	37%	*	*	32%	34%
Black or African American	41	719	*	730	29%	34%	*	*	*	20%	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	*	*	*	752	*	*	*	*	*	*	55%
Female	63	738	*	748	16%	22%	22%	*	*	40%	50%
Male	69	724	*	748	22%	28%	32%	*	*	19%	49%
Economically Disadvantaged Students	114	728	*	733	*	*	*	*	*	23%	30%
Non-Economically Disadvantaged Students	18	751	*	758	*	*	*	*	*	67%	62%
Students with Disabilities	26	719	*	725	*	*	*	*	*	15%	22%
Students without Disabilities	106	734	*	753	*	*	*	*	*	32%	55%
English Learners	*	*	714	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	734	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	*	*	*	723	*	*	*	*	*	*	16%
Military-Connected Students	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

GREGORY ELEMENTARY SCHOOL
(25-2770-110)
Grades Offered: KG-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	158	736	739	748	13%	25%	27%	*	*	35%	49%
White	23	758	*	756	0%	*	*	*	*	57%	60%
Hispanic	97	732	739	736	16%	25%	28%	*	*	31%	32%
Black or African American	29	731	728	730	*	34%	*	*	*	28%	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	745	*	*	*	*	*	*	42%
Two or More Races	*	*	746	754	*	*	*	*	*	*	55%
Female	77	736	740	749	13%	25%	26%	*	*	36%	50%
Male	81	737	738	747	14%	25%	27%	*	*	35%	48%
Economically Disadvantaged Students	133	733	738	733	*	*	*	*	*	31%	29%
Non-Economically Disadvantaged Students	25	754	744	758	*	*	*	*	*	60%	62%
Students with Disabilities	37	712	*	726	*	*	*	*	*	*	20%
Students without Disabilities	121	744	*	752	*	*	*	*	*	*	55%
English Learners	*	*	*	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	*	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	*	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

GREGORY ELEMENTARY SCHOOL
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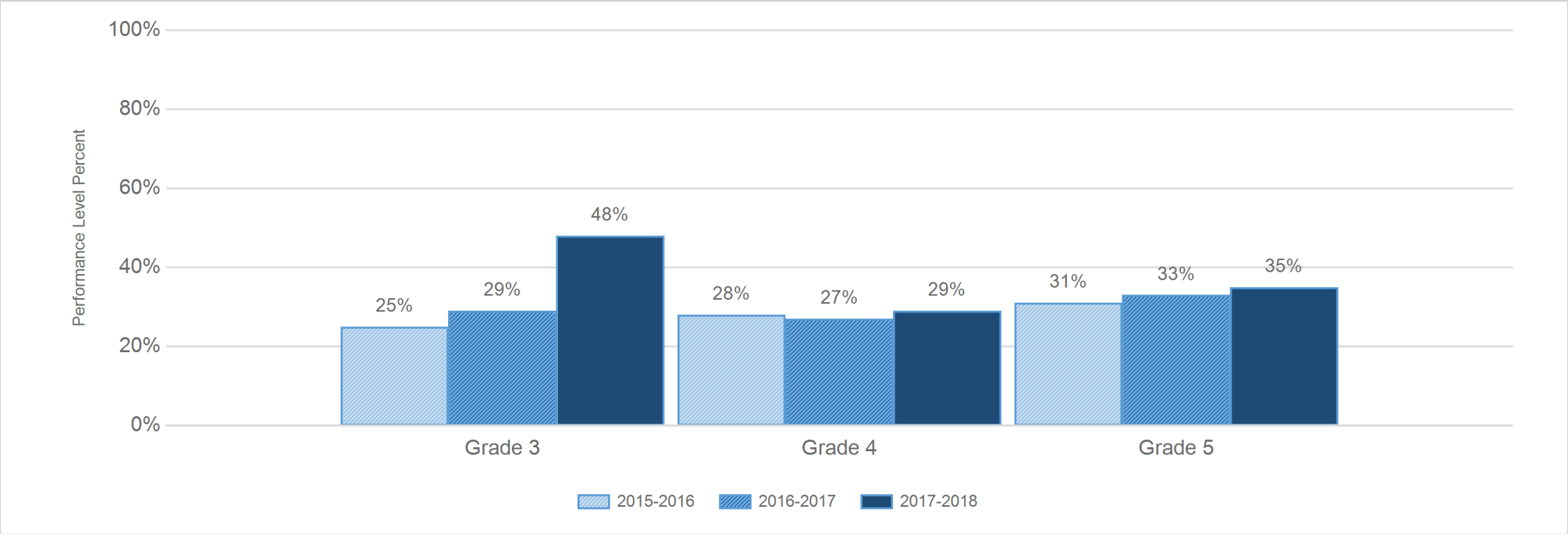
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	18.2%	60.7%	Not Met

† 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	*	*	*
3-4	14	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

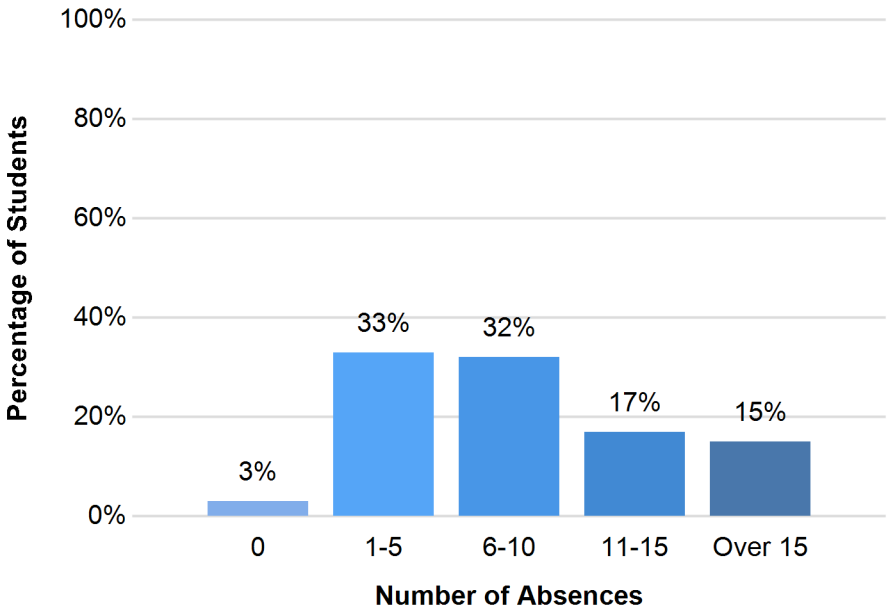
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	71	12.7	8.9	Not Met
White	14	12.7	8.9	Not Met
Hispanic	23	8.4	8.9	Met
Black or African American	25	18.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	9	31.0	8.9	Not Met
Economically Disadvantaged Students	62	13.2	8.9	Not Met
Students with Disabilities	23	17.2	8.9	Not Met
English Learners	1	3.0	8.9	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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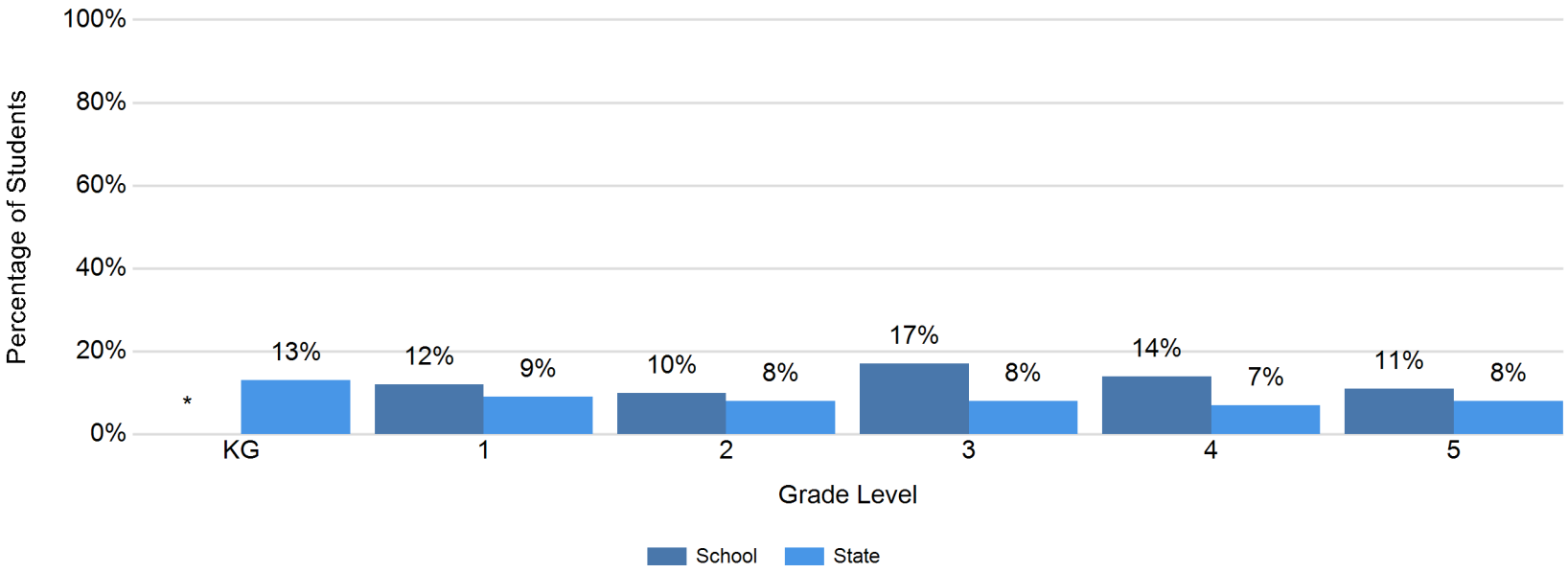
Chronic Absenteeism by Grade

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	7
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.63

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

NJ SCHOOL PERFORMANCE REPORT

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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	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	*	*
Out-of-School Suspensions	17	3.1%
Any Suspension	19	3.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
33

NJ SCHOOL PERFORMANCE REPORT

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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	7:50 AM
Typical End Time	2:30 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

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)	$743	$15,320	$16,063

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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	54	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	9.8	10.7
Teachers in district for 4 or more years	70.4%	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	41	9,374
Average years experience in public schools	15.5	16.0
Average years experience in district	15.5	12.0
Administrators in district for 4 or more years	92.7%	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	10:1	11:1
Students to Administrators	184:1	140:1
Teachers to Administrators	18:1	12:1
Students to Librarians/Media Specialists		1147:1
Students to Nurses		521:1
Students to Counselors		521:1
Students to Child Study Team		169:1

NJ SCHOOL PERFORMANCE REPORT

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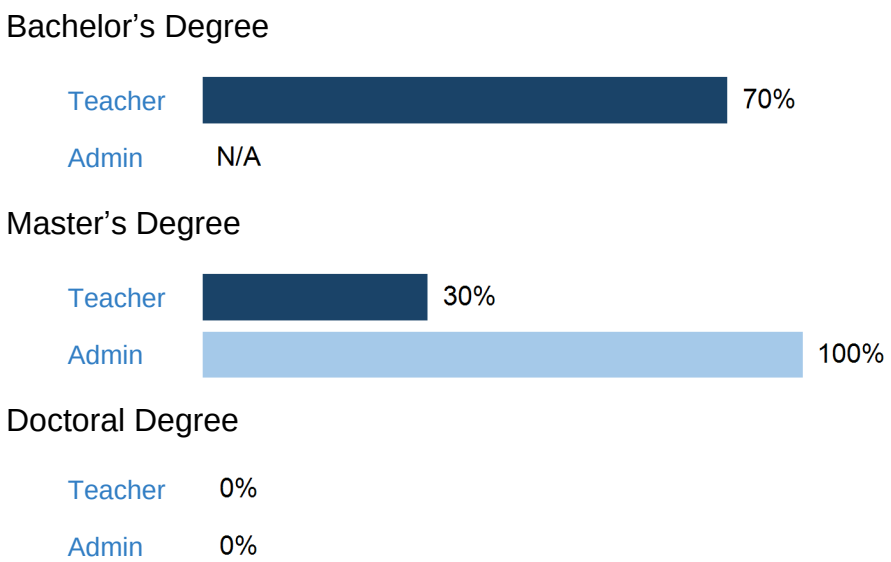
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by the teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2016-17 that were still assigned to this district in 2017-18. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.0%	90.2%
2016-17 Administrators: Same district 2017-18	90.2%	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	96.2%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	79.6%	100.0%
Male	20.4%	0.0%
White	79.6%	100.0%
Hispanic	1.9%	0.0%
Black or African American	18.5%	0.0%
Asian	0.0%	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		

NJ SCHOOL PERFORMANCE REPORT

GREGORY ELEMENTARY SCHOOL
(25-2770-110)
Grades Offered: KG-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	10.60	15.0%
Mathematics Proficiency	32.64	15.0%
English Language Arts Growth	29.32	20.0%
Mathematics Growth	59.82	20.0%
Progress Towards English Language Proficiency	2.13	20.0%
Chronic Absenteeism	16.61	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	26.40	n/a
Summative Rating: Percentile Rank of Summative Score	14.40	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Met Standard	Met Standard	Not Met	Not Met	No
White	33.41	14.08	No	Met Target	Met Target	Not Met	Exceeds Standard	n/a	Not Met	No
Hispanic	48.65	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	45.04	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	42.69	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	35.13	14.08	No	Not Met	Met Target†	Not Met	Met Standard	n/a	Not Met	No
English Learners	47.87	14.08	No	Met Target	Met Target	Met Standard	Met Standard	Met Standard	Met	No

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

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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:	• Leadership Magnet School • Bronze Sustainable Jersey for Schools Award • Access to technology and Wi-Fi in all classes
Mission, Vision, Theme:	The Gregory School is deeply committed to serving, supporting, and preparing the children of Long Branch for life through practical learning that addresses the needs of the whole child. We provide a safe and motivating learning community that promotes social and academic growth as we develop an enthusiasm for learning, a positive self-image and cross-cultural understanding.
Awards, Recognition, Accomplishments:	Gregory School has achieved an award through the Healthy School Alliance and continues to be recognized as a "Lets Move" certified school. We currently have been awarded Bronze standing for Sustainable Jersey for Schools, for the second consecutive year. Gregory School has also attained silver level recognition for New Jersey Safe Routes to School.

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Courses, Curriculum, Instruction:	The Gregory School employs researched based programs, Everyday Mathematics, Treasures English Language Arts, and School Wide Writing. Treasures uses high quality texts linked with explicit instruction to help students grow as lifelong readers and writers. School Wide highlights its use of mentor text to help students write with purpose. The Everyday Mathematics program uses detailed lessons that allow students to dig deeper into concepts, which strengthens their mathematical and processing skills.

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Before and After School Programs:	The Gregory School provides targeted tutoring programs for students to participate in after school. These programs have a strong focus in math and reading instruction and provide students with a small group environment with certified teaching staff. Students have opportunities to participate in activies that integrate 21st century skills that support the content being taught in their daily lessons, which improves overall student achievement.
Staff and Professional Learning:	Gregory School staff is offered a variety of professional learning experiences in all content areas and disciplines. These sessions occur weekly in PLCs and staff meetings. In order to foster cohesiveness across the district, virtual meetings and learning sessions have been embraced to bring district staff together. PD sessions offered enable teachers to select sessions based on need and interest to increase the effectiveness of instructional practices and improve student achievement.

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Student Supports and Services:	The Gregory School offers a variety of programs to address the needs of all learners. An Extended School Year Program and school-based services are offered to children with special needs. Additionally, Student Advisors work with students to address various social/emotional topics and support the well-being of all students.
Student Health and Wellness:	The Gregory School participates in the Fresh Fruits and Vegetables Program. Each week students are offered locally grown fresh fruits or vegetables as a healthy snack option.
Parent and Community Involvement:	The Gregory School PTA provides the school community with unwavering support. Its strong membership encompasses those from the school and home communities alike. Activities such as Family Curriculum Nights and classroom visitation weeks take place throughout the year to strengthen school and home relationships, and are tools used to inform parents on ways to help their children beyond school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is forwarded to all stakeholders twice a year. The information from the survey contains valuable information that will help us improve student relationships, learning conditions, and the overall school environment. Representatives from each stakeholder group is invited to participate in discussions about the survey results.
Facilities:	The Gregory School is a modern facility offering a fully equipped computer lab in which students have multiple opportunities to enhance their technological skills. Every student in grades 3-5 have one-to-one Chromebooks with Wi-Fi access. This allows them to collaborate with their peers and classroom teacher and further develop their computer knowledge while enhancing their academic skills.

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Other Information:	The Gregory School has adopted "The Leader in Me" character education program, which teaches all Gregory students about the "seven habits of happy kids," based on Stephen Covey's 7 Habits of Highly Effective People. Gregory students are rewarded for positive behavior and academic excellence through incentives such as the Leader of the Month and Safety Patrol.