NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

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School Contact Info

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

Type	Contact Information
County	BERGEN
District	MAYWOOD BORO
Principal Name	MR. JORDAN
Address	452 MAYWOOD AVE MAYWOOD, NJ 07607-1969
Phone Number	(201)845-9114
Email Address	MJORDAN@MAYWOODSCHOOLS.ORG
Website	https://www.maywoodschools.org/
Twitter	https://@MAYWOODSCHOOLS

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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	25	23	30
KG	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	89	114	115
5	113	93	114
6	112	106	100
7	85	107	111
8	102	89	104
Total	526	532	574

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%	47.0%	49.0%
Male	54.6%	53.0%	51.0%
Economically Disadvantaged Students	18.1%	16.0%	11.3%
Students with Disabilities	20.5%	17.5%	17.2%
English Learners	1.5%	2.6%	3.0%
Homeless Students		0.9%	0.9%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	48.9%	48.1%	44.3%
Hispanic	29.7%	29.3%	29.1%
Black or African American	9.3%	8.6%	8.9%
Asian	12.2%	13.9%	17.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	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	25	23	30
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	0	0	0

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	66.9%
Spanish	16.7%
Tagalog	2.1%
Gujarati	1.2%
Hindi	1.0%
Other Languages	12.0%

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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	64	64	50	Exceeds Standard	59	59	50	Met Standard
White	63	63	50	Exceeds Standard	58	58	51	Met Standard
Hispanic	65	65	49	Exceeds Standard	57	57	48	Met Standard
Black or African American	58.5	58.5	44	Met Standard	45.5	45.5	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	71	71	61	Exceeds Standard	72	72	61	Exceeds Standard
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	63	63	48	Exceeds Standard	74	74	47	Exceeds Standard
Students with Disabilities	47	47	41	Met Standard	50	50	43	Met Standard
English Learners	80.5	80.5	54	Exceeds Standard	75.5	75.5	51	Exceeds Standard

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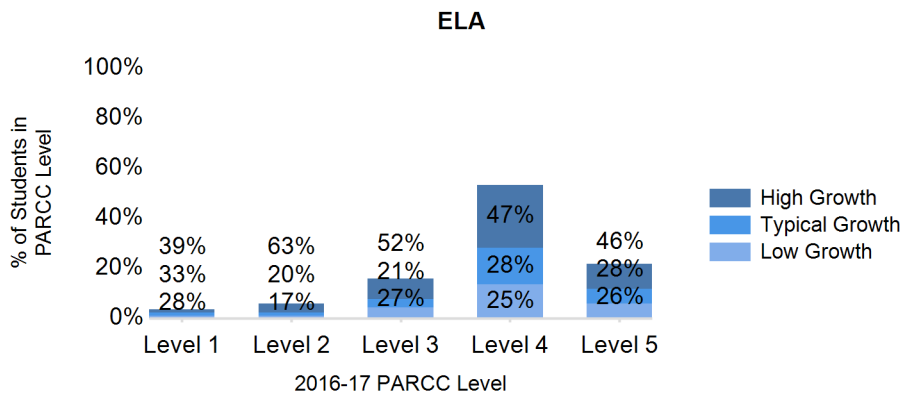
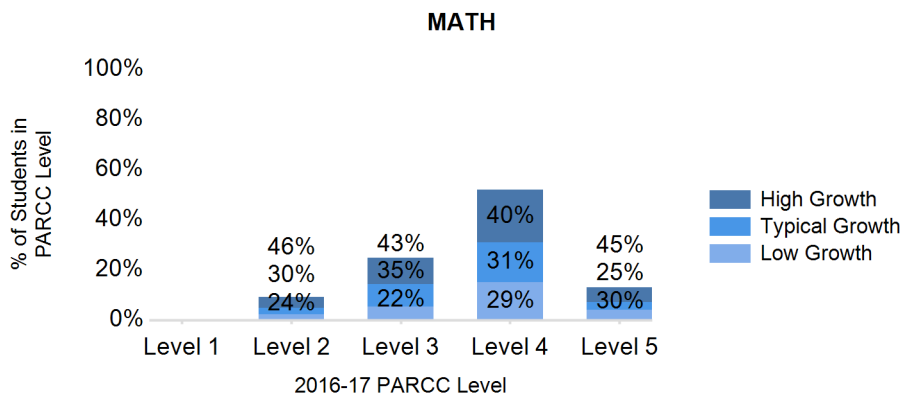
Student Growth by Performance Level

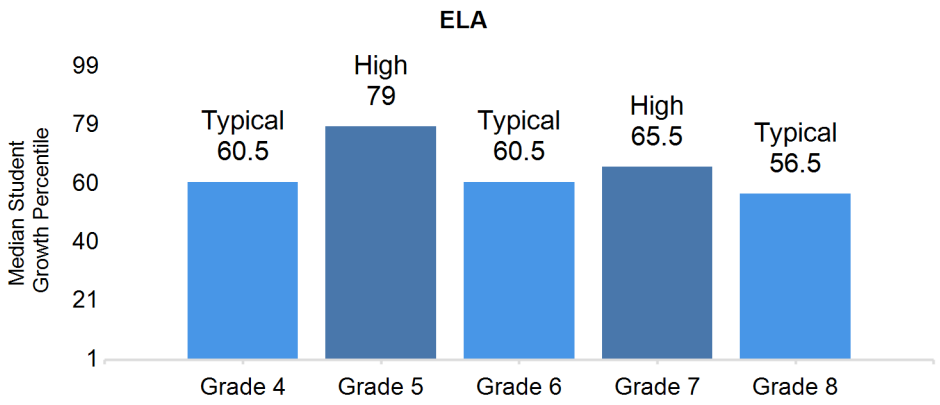
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

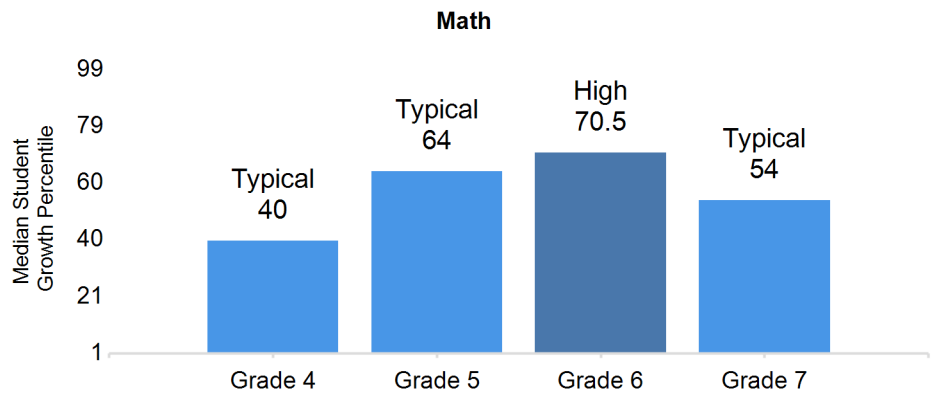




Student Growth by Grade

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	533	99.8	78.8	76.1	56.7	78.8	74.1	Met Target
White	246	99.6	80.9	78.6	65.6	80.9	79.7	Met Goal
Hispanic	150	100.0	69.3	66.0	42.5	69.3	62.4	Met Target
Black or African American	48	100.0	79.1	77.1	37.3	79.1	72.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	89	100.0	88.8	85.7	82.3	88.8	79.6	Met Goal
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	N	N	N	N	63.4	N	**	**
Female	262	100.0	87.0	85.4	64.5	87.0		
Male	271	99.6	70.8	67.0	49.4	70.8		
Economically Disadvantaged Students	60	100.0	61.7	*	38.5	61.7	60.7	Met Target
Non-Economically Disadvantaged Students	473	99.8	81.0	*	67.5	81.0		
Students with Disabilities	83	98.8	33.7	*	21.6	33.7	34.9	Met Target†
Students without Disabilities	450	100.0	87.1	*	63.9	87.1		
English Learners	35	100.0	65.8	57.4	27.3	65.8	56.2	Met Target
Non-English Learners	498	99.8	79.7	77.6	59.4	79.7		
Homeless Students	*	*	*	*	27.7	*		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 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	110	774	774	756	*	*	12%	50%	33%	83%	58%
White	44	774	774	764	*	*	*	61%	25%	86%	68%
Hispanic	31	768	768	744	*	0%	*	*	*	74%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	782	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	56	782	782	762	*	*	*	54%	38%	91%	63%
Male	54	767	767	751	*	*	*	46%	28%	74%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	17	742	742	726	*	*	*	*	*	53%	25%
Students without Disabilities	93	780	780	762	*	*	*	*	*	88%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	777	777	755	*	*	11%	53%	28%	81%	58%
White	51	776	776	763	0%	*	*	49%	27%	76%	68%
Hispanic	29	770	770	743	*	*	*	*	*	76%	43%
Black or African American	14	763	763	738	0%	0%	*	*	*	79%	38%
Asian, Native Hawaiian, or Pacific Islander	20	801	801	780	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	N	N	N	763	N	N	N	N	N	N	65%
Female	65	784	784	762	*	*	*	*	*	88%	66%
Male	49	767	767	749	*	*	*	*	*	71%	51%
Economically Disadvantaged Students	12	759	759	739	*	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	102	779	779	766	*	*	*	*	*	82%	71%
Students with Disabilities	14	746	746	724	*	*	*	*	*	36%	22%
Students without Disabilities	100	781	781	762	*	*	*	*	*	87%	65%
English Learners	*	*	*	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	757	*	*	*	*	*	*	60%
Homeless Students	N	N	N	731	N	N	N	N	N	N	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	96	767	767	754	*	*	19%	48%	23%	71%	56%
White	40	766	766	761	*	*	28%	*	*	65%	66%
Hispanic	32	765	765	742	*	*	*	*	*	72%	42%
Black or African American	10	763	763	737	*	0%	*	*	*	80%	35%
Asian, Native Hawaiian, or Pacific Islander	14	780	780	779	0%	*	*	*	*	79%	83%
American Indian or Alaska Native	N	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	47	772	772	761	*	*	*	55%	23%	79%	64%
Male	49	763	763	748	*	*	*	41%	22%	63%	48%
Economically Disadvantaged Students	13	753	753	739	*	*	*	*	*	54%	37%
Non-Economically Disadvantaged Students	83	770	770	764	*	*	*	*	*	73%	68%
Students with Disabilities	15	728	728	723	*	*	*	*	*	13%	18%
Students without Disabilities	81	775	775	760	*	*	*	*	*	81%	63%
English Learners	*	*	*	712	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	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	109	782	782	760	*	*	10%	33%	51%	84%	63%
White	61	790	790	768	0%	*	*	30%	61%	90%	72%
Hispanic	30	763	763	746	*	*	*	*	*	70%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	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	48	789	789	769	*	*	*	38%	58%	96%	72%
Male	61	777	777	752	*	*	*	30%	46%	75%	54%
Economically Disadvantaged Students	12	757	757	742	*	*	*	*	*	67%	44%
Non-Economically Disadvantaged Students	97	785	785	771	*	*	*	*	*	87%	73%
Students with Disabilities	17	744	744	721	*	*	*	*	*	47%	22%
Students without Disabilities	92	789	789	768	*	*	*	*	*	91%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	N	N	N	729	N	N	N	N	N	N	32%
Students in Foster Care	N	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%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	778	778	759	*	*	18%	40%	36%	76%	60%
White	47	783	783	767	*	0%	*	51%	34%	85%	70%
Hispanic	29	762	762	744	*	*	34%	*	*	52%	45%
Black or African American	12	765	765	739	*	0%	*	*	*	83%	39%
Asian, Native Hawaiian, or Pacific Islander	16	801	801	789	0%	0%	*	*	*	88%	86%
American Indian or Alaska Native	N	N	N	759	N	N	N	N	N	N	59%
Two or More Races	N	N	N	766	N	N	N	N	N	N	66%
Female	48	782	782	768	*	*	*	*	*	83%	69%
Male	56	774	774	751	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	17	751	751	740	*	*	*	*	*	53%	42%
Non-Economically Disadvantaged Students	87	783	783	769	*	*	*	*	*	80%	71%
Students with Disabilities	14	735	735	719	*	*	*	*	*	21%	19%
Students without Disabilities	90	784	784	766	*	*	*	*	*	84%	68%
English Learners	N	N	N	703	N	N	N	N	N	N	*
Non-English Learners	104	778	778	761	*	*	18%	40%	36%	76%	*
Homeless Students	N	N	N	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

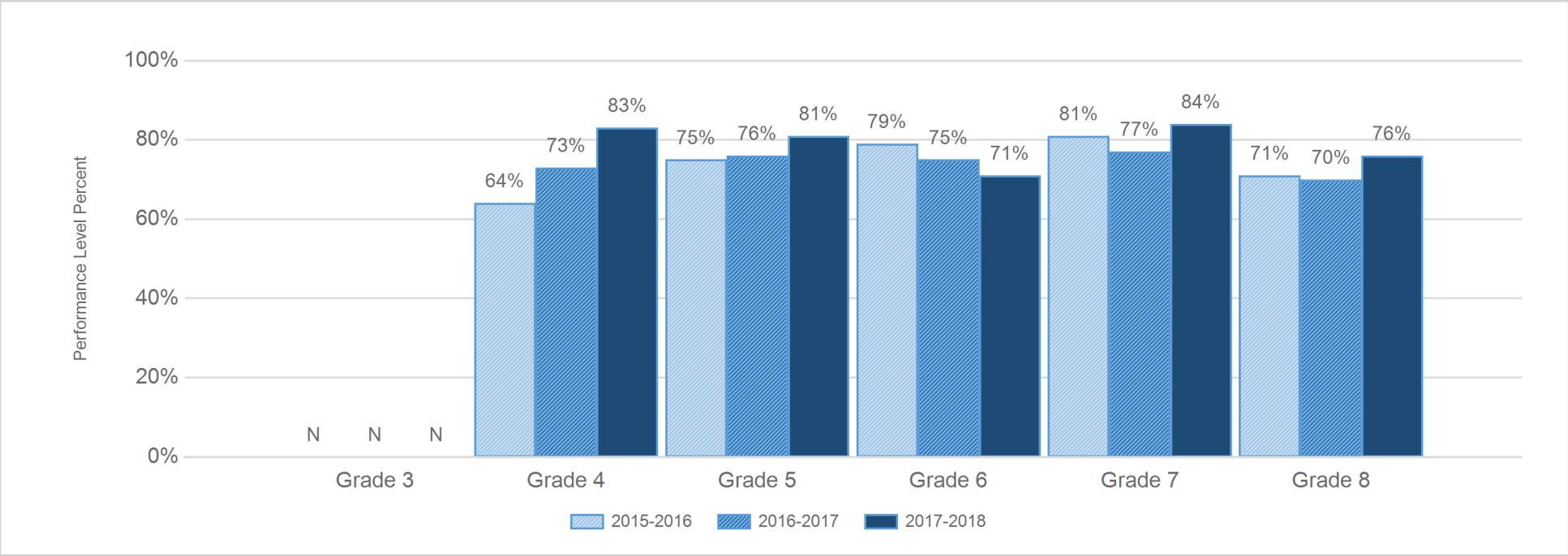
NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts/Literacy Assessment - Performance 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

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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† This indicates a table specific note,see note below table

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	535	99.8	68.9	68.0	45.0	68.9	62.3	Met Target
White	247	99.6	73.7	73.4	54.1	73.7	68	Met Target
Hispanic	151	100.0	56.3	56.3	29.2	56.3	51.4	Met Target
Black or African American	48	100.0	58.3	55.8	23.4	58.3	51.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	89	100.0	83.1	80.0	77.0	83.1	73	Met Goal
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	N	N	N	N	53.0	N	**	**
Female	264	100.0	68.9	69.3	46.0	68.9		
Male	271	99.6	69.0	66.7	43.9	69.0		
Economically Disadvantaged Students	60	100.0	56.7	*	26.6	56.7	43.2	Met Target
Non-Economically Disadvantaged Students	475	99.8	70.5	*	55.9	70.5		
Students with Disabilities	83	98.8	30.1	*	17.1	30.1	29.7	Met Target
Students without Disabilities	452	100.0	76.1	*	50.5	76.1		
English Learners	37	100.0	62.2	57.1	24.6	62.2	59.4	Met Target
Non-English Learners	498	99.8	69.5	68.9	46.9	69.5		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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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	112	755	755	748	*	13%	26%	*	*	60%	49%
White	45	756	756	755	*	*	*	*	*	73%	60%
Hispanic	32	743	743	737	0%	*	50%	*	*	28%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	774	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	58	758	758	748	*	*	28%	*	*	60%	50%
Male	54	753	753	748	*	*	24%	*	*	59%	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	17	728	728	725	*	*	*	*	*	12%	22%
Students without Disabilities	95	760	760	753	*	*	*	*	*	68%	55%
English Learners	*	*	*	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	*	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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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	115	765	765	748	*	*	23%	44%	24%	69%	49%
White	52	765	765	756	*	*	21%	46%	25%	71%	60%
Hispanic	29	756	756	736	*	*	*	*	*	55%	32%
Black or African American	14	759	759	730	0%	0%	*	*	*	57%	26%
Asian, Native Hawaiian, or Pacific Islander	20	781	781	777	0%	*	*	*	*	90%	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	N	N	N	754	N	N	N	N	N	N	55%
Female	65	769	769	749	*	*	23%	*	*	72%	50%
Male	50	759	759	747	*	*	24%	*	*	64%	48%
Economically Disadvantaged Students	12	752	752	733	*	*	*	*	*	67%	29%
Non-Economically Disadvantaged Students	103	766	766	758	*	*	*	*	*	69%	62%
Students with Disabilities	14	748	748	726	*	*	*	*	*	43%	20%
Students without Disabilities	101	767	767	752	*	*	*	*	*	72%	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	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

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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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	97	752	752	744	*	12%	25%	*	*	59%	44%
White	40	751	751	751	*	*	28%	*	*	50%	54%
Hispanic	33	750	750	731	*	*	*	*	*	64%	27%
Black or African American	10	743	743	726	*	0%	*	*	*	50%	21%
Asian, Native Hawaiian, or Pacific Islander	14	766	766	771	*	0%	*	*	*	79%	78%
American Indian or Alaska Native	N	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	47	754	754	745	*	*	26%	*	*	62%	45%
Male	50	750	750	742	*	*	24%	*	*	56%	42%
Economically Disadvantaged Students	13	747	747	729	*	*	*	*	*	46%	24%
Non-Economically Disadvantaged Students	84	753	753	753	*	*	*	*	*	61%	56%
Students with Disabilities	15	720	720	717	*	*	*	*	*	*	13%
Students without Disabilities	82	758	758	748	*	*	*	*	*	*	49%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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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	110	764	764	743	*	*	15%	55%	20%	75%	43%
White	62	769	769	750	0%	*	*	60%	21%	81%	54%
Hispanic	30	751	751	732	*	*	*	*	*	63%	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	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	49	763	763	745	*	*	*	*	*	71%	45%
Male	61	764	764	741	*	*	*	*	*	79%	42%
Economically Disadvantaged Students	12	743	743	730	*	*	*	*	*	50%	24%
Non-Economically Disadvantaged Students	98	766	766	751	*	*	*	*	*	79%	55%
Students with Disabilities	17	737	737	717	*	*	*	*	*	47%	12%
Students without Disabilities	93	769	769	748	*	*	*	*	*	81%	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	764	764	728	*	*	*	*	*	76%	28%
White	31	770	770	736	*	*	*	*	*	81%	36%
Hispanic	25	752	752	722	*	*	*	64%	0%	64%	22%
Black or African American	11	751	751	715	*	0%	*	*	*	64%	15%
Asian, Native Hawaiian, or Pacific Islander	11	786	786	747	0%	0%	0%	*	*	100%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	N	729	N	N	N	N	N	N	28%
Female	34	763	763	731	*	*	*	*	*	74%	31%
Male	44	765	765	725	*	*	*	*	*	77%	26%
Economically Disadvantaged Students	17	747	747	719	*	*	*	*	*	59%	20%
Non-Economically Disadvantaged Students	61	768	768	735	*	*	*	*	*	80%	35%
Students with Disabilities	14	740	740	705	*	*	*	*	*	50%	*
Students without Disabilities	64	769	769	735	*	*	*	*	*	81%	*
English Learners	N	N	N	705	N	N	N	N	N	N	10%
Non-English Learners	78	764	764	729	*	*	*	*	*	76%	29%
Homeless Students	N	N	N	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	26	799	799	746	0%	0%	0%	*	*	100%	46%
White	16	793	793	755	0%	0%	0%	*	*	100%	57%
Hispanic	*	*	*	730	*	*	*	*	*	*	27%
Black or African American	*	*	*	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	N	755	N	N	N	N	N	N	54%
Female	14	798	798	748	0%	0%	0%	*	*	100%	48%
Male	12	801	801	745	0%	0%	0%	*	*	100%	44%
Economically Disadvantaged Students	N	N	N	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	26	799	799	756	0%	0%	0%	*	*	100%	57%
Students with Disabilities	N	N	N	716	N	N	N	N	N	N	13%
Students without Disabilities	26	799	799	752	0%	0%	0%	*	*	100%	52%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	26	799	799	749	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	N	735	N	N	N	N	N	N	30%
White	N	N	N	740	N	N	N	N	N	N	37%
Hispanic	N	N	N	723	N	N	N	N	N	N	14%
Black or African American	N	N	N	719	N	N	N	N	N	N	11%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	760	N	N	N	N	N	N	65%
American Indian or Alaska Native	N	N	N	734	N	N	N	N	N	N	28%
Two or More Races	N	N	N	741	N	N	N	N	N	N	39%
Female	N	N	N	736	N	N	N	N	N	N	30%
Male	N	N	N	734	N	N	N	N	N	N	29%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	13%
Non-Economically Disadvantaged Students	N	N	N	741	N	N	N	N	N	N	38%
Students with Disabilities	N	N	N	713	N	N	N	N	N	N	*
Students without Disabilities	N	N	N	738	N	N	N	N	N	N	*
English Learners	N	N	N	711	N	N	N	N	N	N	*
Non-English Learners	N	N	N	736	N	N	N	N	N	N	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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N No Data is available to display
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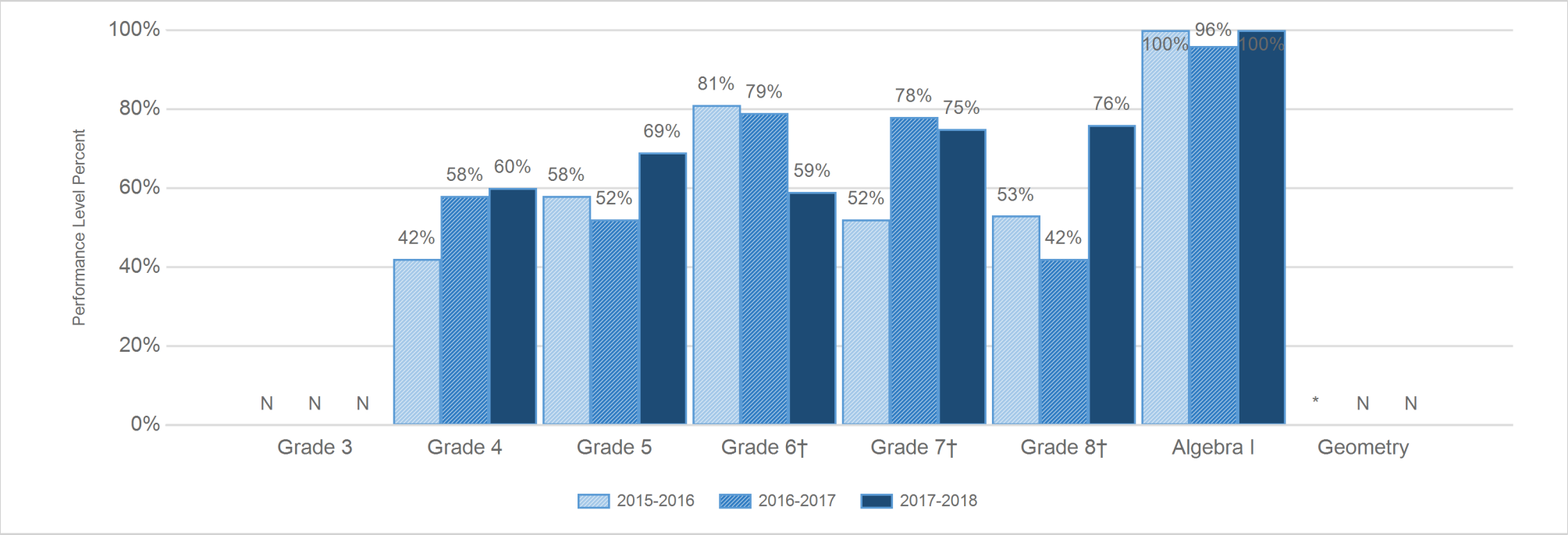
Mathematics Assessment – Performance Trends

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

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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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
4	*	*
5	*	*
6	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	*	*	*

† 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	11	63.6%	36.4%
3-4	*	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	98
7	0	0	110
8	26	0	78
Total	26	0	286

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	80	0	0	0	0	0	0
7	75	0	0	0	0	0	0
8	73	0	0	0	0	0	0
Total	228	0	0	0	0	0	0

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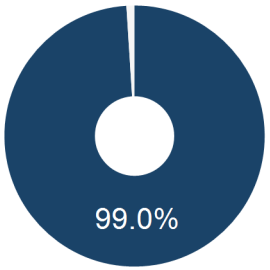
Visual and Performing Arts – Course Participation

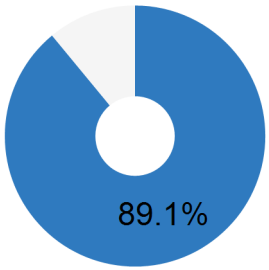
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

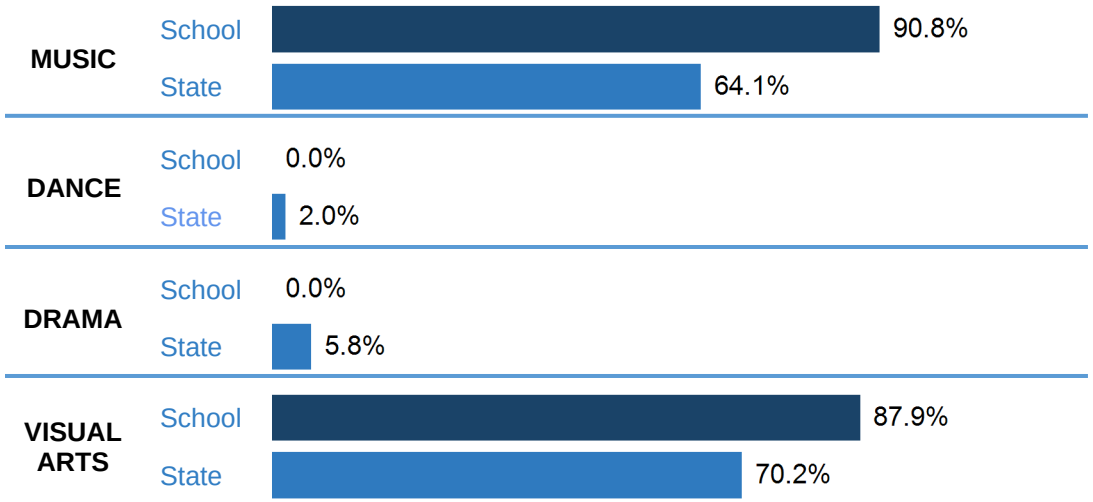


School



State

Students enrolled in one or more classes by discipline:



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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.

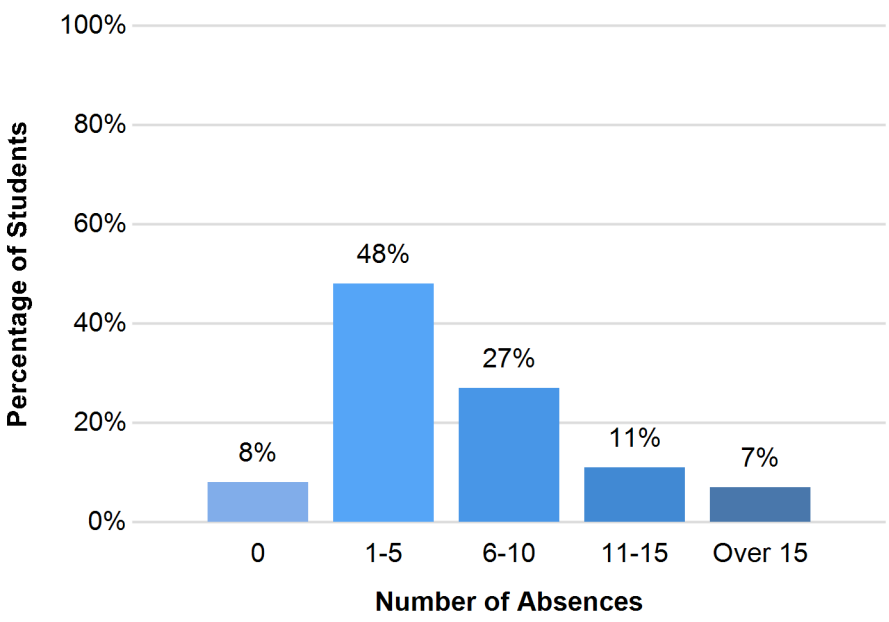
Chronic Absenteeism

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	27	5.0	8.7	Met
White	13	5.2	8.7	Met
Hispanic	7	4.5	8.7	Met
Black or African American	4	8.3	8.7	Met
Asian, Native Hawaiian, or Pacific Islander	3	3.3	8.7	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	7	10.9	8.7	Not Met
Students with Disabilities	9	11.3	8.7	Not Met
English Learners	1	7.7	**	**

Days Absent

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



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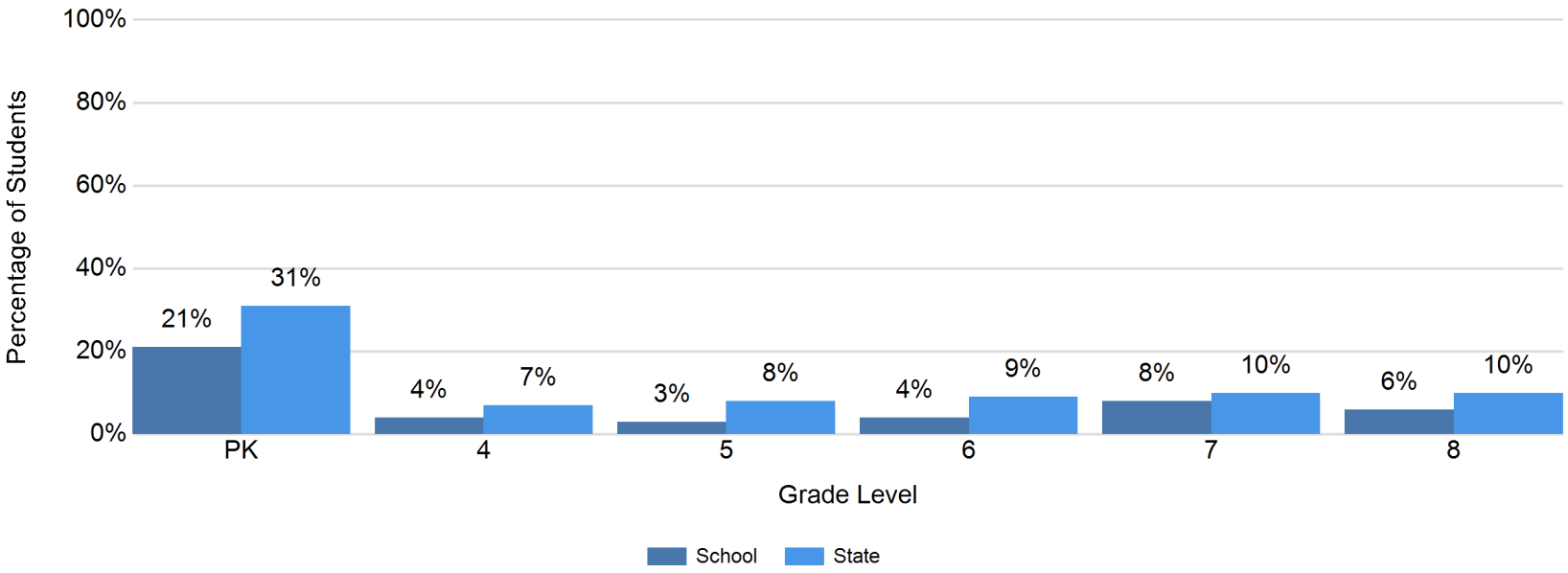
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	3
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.22

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

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	10	1.7%
Any Suspension	10	1.7%
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
22

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 20 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	2.4:1

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)	$406	$12,736	$13,142

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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	45	117,464
Average years experience in public schools	9.6	12.0
Average years experience in district	8.5	10.7
Teachers in district for 4 or more years	70.5%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,374
Average years experience in public schools	23.8	16.0
Average years experience in district	11.4	12.0
Administrators in district for 4 or more years	80.0%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	574:1	198:1
Teachers to Administrators	45:1	15:1
Students to Librarians/Media Specialists		989:1
Students to Nurses		495:1
Students to Counselors		495:1
Students to Child Study Team		495:1

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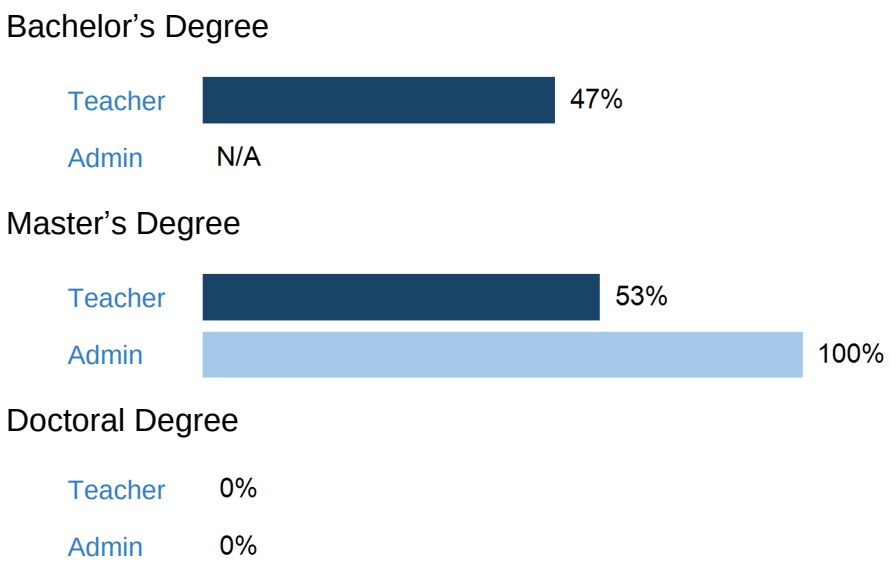
Teachers and Administrators - Level of Education

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	90.9%	90.2%
2016-17 Administrators: Same district 2017-18	100.0%	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	92.8%

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Teachers: All classroom teachers
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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	80.0%	0.0%
Male	20.0%	100.0%
White	93.3%	100.0%
Hispanic	6.7%	0.0%
Black or African American	0.0%	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		

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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	89.45	17.5%
Mathematics Proficiency	87.26	17.5%
English Language Arts Growth	90.46	25.0%
Mathematics Growth	83.38	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	67.75	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	84.55	n/a
Summative Rating: Percentile Rank of Summative Score	94.61	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

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

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Accountability Summary by Student Group - 2017-18 School Year

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

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Target	Met Target	Exceeds Standard	Met Standard	**	Met	No
White	79.16	14.08	No	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	87.17	14.08	No	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	80.73	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	69.72	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	89.76	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Not Met	No
Students with Disabilities	71.17	14.08	No	Met Target†	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	96.23	14.08	No	Met Target	Met Target	Exceeds Standard	Exceeds Standard	Exceeds Standard	**	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

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Highlights:	• School transitioned to a Goggle Classroom environment with access for all students in all classes. Technology expanded to include the installation of promethean boards & 1:1 allotment of chromebooks. • Students in grades 6, 7 & 8 are provided with a Chromebook that they are responsible for with a unique ID, password, e-mail address & google drive identification.
Mission, Vision, Theme:	The MAS Mission aligns with the District mission statement. The Maywood Public Schools will provide students with a challenging learning environment by preparing them to be responsible, successful, ethical members of society through an environment that fosters the unique potential of each child and nurtures a respect and appreciation for the individuality of all students.
Awards, Recognition, Accomplishments:	National Mix It Up Day Award Winner, School of Character.

NJ SCHOOL PERFORMANCE REPORT

MAYWOOD AVENUE SCHOOL
(03-3060-060)
Grades Offered: PK-08
2017-2018

Report Key:
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Courses, Curriculum, Instruction:	Maywood Avenue School offers high-quality and diverse programs, and embraces both an elementary and middle school scope of operations. Students in mathematics have the chance to take STEM courses as well as a variety of cycle courses including PE/Health, Spanish, Computers, Art & Music. Students have available to them the use of chrome books & are involved in a 1:1 program at the 6-8 level. Students may involve themselves in the music program through both instrumental and vocal opportunities.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Softball (Girls) Intramurals
Clubs and Activities:	Crochet Club, Art Club, REACT Community Service Club, School ambassadors, Peer Leaders, Band, Choir, Chick Chat Club, Good Character Club, Intramurals, Quiz Bowl, Student Council, Newspaper, Instrumental and Vocal Music, Theatrical Production, Drama Club and Yearbook.

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Before and After School Programs:	The school has a Before Care and Aftercare program that is sponsored by the YMCA. Students at Maywood Avenue School also may take advantage of an extra help tutoring period offered before and after school by teachers. The school also offers an afterschool homework club.
Staff and Professional Learning:	Staff development is emphasized. Staff attend workshops within and outside of the district. Our school is involved in the Montclair State University Clinical Faculty Program. The Maywood In-House Teacher Academy is an In-district program where teachers submit topics they formulate into class offerings for their colleagues. Teachers are also afforded in service time for professional development & are encouraged to attend conferences & workshops outside of the scope of their instructional day.

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Student Supports and Services:	The school has a full time guidance counselor available to the entire student population as well as a district child study team that includes a full time LDTC, Social Worker, and School Psychologist. The school avails itself to the Region 5 consortium of schools for support services such as speech therapy, occupational therapy and physical therapy services as well as a wide range of professional development services. The school has an ESL teacher who works with ELL students on a pull out basis as well as basic skill staff and corresponding services.
Student Health and Wellness:	The school maintains a Health program within its PE/Health Department and offers a comprehensive health curriculum for students in grades 4-8. The curriculum is provided and presented by a certified PE/Health teacher at all grade levels. The school has a robust athletics and extracurricular program and the school nurse provides instruction on well-being, nutrition, exercise, mental health and dental health. The school provides students with both a breakfast and lunch program.
Parent and Community Involvement:	The school has a PTO with parents serving as officers. Monthly meetings take place & are open to the public. The PTO is intricately involved in many aspects of the school including student programs & fundraising & work closely with the school's staff & administration. We also have a SEPAC and a Superintendent's Roundtable committee. Parents & community members outreach includes the use of a comprehensive website with individual teacher webpages & a platform for communication outreach.

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Facilities:	Maywood Avenue School most recent renovations were to its science labs, media center, nurses office & computer lab. The school has security cameras and panic buttons throughout the building. The building was outfitted with a new boiler system, all new door locks & LED lighting. The building has two gyms, an art room, computer lab & band room. The school is encompassed by a large back field, two softball fields & soccer field configurations, a playground & blacktop courtyard for outdoor play.

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Other Information:	The school functions on an 8 period day in grades 4 and 5 and a rotating block schedule in grades 6-8. All visitors are systematically checked in at a front door security mechanism that has two entry points with a mantrap in between. Each floor of the building has security cameras and these cameras are also located on the outside of the building. The building has panic buttons as well as AED devices located throughout the physical plant. The school has both stand-alone computers as well as chrome books for student use and maintains a website with individual teacher webpages as well as a Blackboard Connect point of contact information system.