NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
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	ESSEX
District	CITY OF ORANGE TWP
Principal Name	DR. HACKETT
Address	231 PARK AVE ORANGE, NJ 07050-4102
Phone Number	(973)677-4124
Email Address	hacketmy@orange.k12.nj.us
Website	https://www.orange.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
PK	11	11	12
KG	46	45	52
1	54	40	47
2	52	53	37
3	66	49	55
4	59	65	58
5	52	56	63
6	35	53	63
7	42	36	50
8	3	2	2
Total	420	410	439

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	48.1%	49.5%	47.2%
Male	51.9%	50.5%	52.8%
Economically Disadvantaged Students	73.1%	56.8%	68.1%
Students with Disabilities	18.6%	15.3%	21.4%
English Learners	8.3%	8.5%	7.3%
Homeless Students		3.4%	2.7%
Students in Foster Care		1.9%	1.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	0.2%	0.2%	0.2%
Hispanic	22.4%	24.0%	25.5%
Black or African American	76.9%	75.2%	73.8%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.5%	0.5%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	11	11	12
KG - Half Day	0	0	0
KG - Full Day	46	45	52

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	64.9%
Spanish	20.7%
Haitian	11.4%
Other Languages	3.0%

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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	55	56	50	Met Standard	48.5	52	50	Met Standard
White	*	*	50	**	*	*	51	**
Hispanic	57	58	49	Met Standard	59	59	48	Met Standard
Black or African American	55	54	44	Met Standard	41	47	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	*	61	**	N	*	61	**
American Indian or Alaska Native	N	*	52	**	N	N	53	**
Two or More Races	*	*	49	**	*	*	51	**
Economically Disadvantaged	55	56	48	Met Standard	49	53	47	Met Standard
Students with Disabilities	40	48	41	Met Standard	32	41	43	Not Met
English Learners	60	57	54	Exceeds Standard	48	55	51	Met Standard

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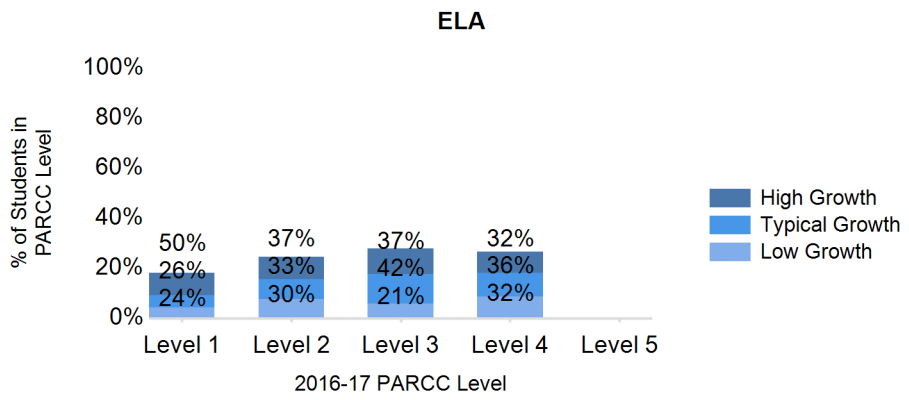
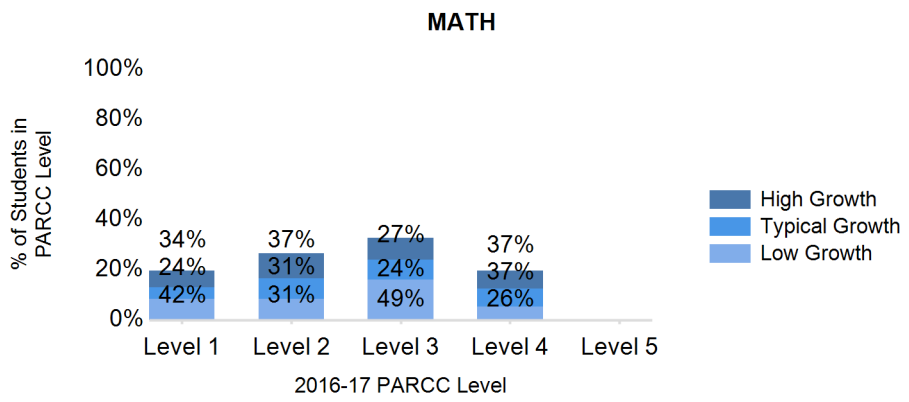
Student Growth by Performance Level

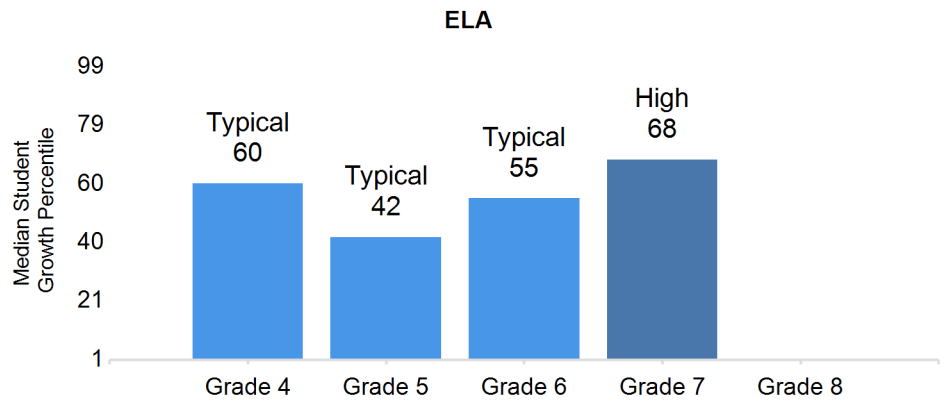
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

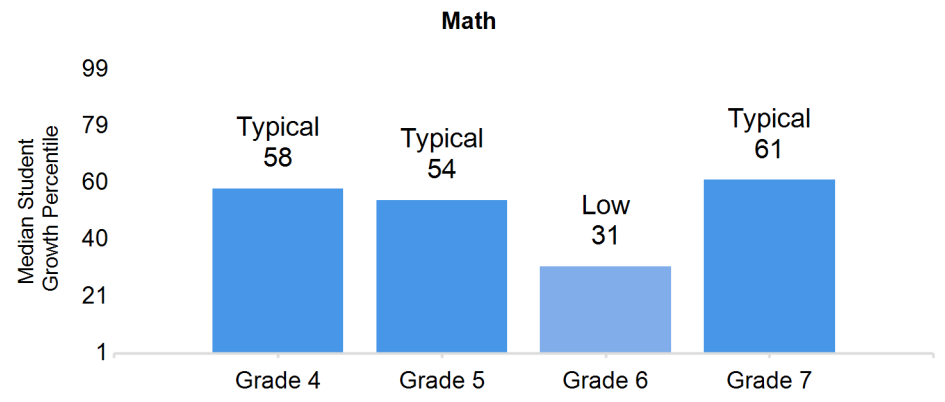




Student Growth by Grade

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	263	96.8	39.5	*	56.7	39.5	33	Met Target
White	*	*	*	*	65.6	*	**	**
Hispanic	61	100.0	41.0	36.4	42.5	41.0	38	Met Target
Black or African American	200	95.9	39.0	*	37.3	39.0	31.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.3	N	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	128	96.3	50.8	*	64.5	50.8		
Male	135	97.3	28.9	*	49.4	28.9		
Economically Disadvantaged Students	202	96.8	39.2	*	38.5	39.2	32.9	Met Target
Non-Economically Disadvantaged Students	61	96.9	41.0	*	67.5	41.0		
Students with Disabilities	52	96.6	*	*	21.6	*	25.7	Not Met
Students without Disabilities	211	96.9	*	*	63.9	*		
English Learners	51	100.0	19.6	*	27.3	19.6	14.3	Met Target
Non-English Learners	212	96.1	44.3	40.4	59.4	44.3		
Homeless Students	*	*	*	25.8	27.7	*		
Students In Foster Care	*	*	*	42.9	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	741	729	750	19%	18%	19%	*	*	44%	52%
White	N	N	*	759	N	N	N	N	N	N	61%
Hispanic	14	753	732	736	*	*	*	*	*	57%	38%
Black or African American	43	737	*	733	23%	*	*	*	*	40%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	777	N	N	N	N	N	N	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	28	748	735	756	*	*	*	*	*	54%	57%
Male	29	734	724	744	*	*	*	*	*	34%	46%
Economically Disadvantaged Students	46	747	*	733	*	*	*	*	*	50%	34%
Non-Economically Disadvantaged Students	11	718	*	762	*	*	*	*	*	18%	64%
Students with Disabilities	*	*	696	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	734	756	*	*	*	*	*	*	57%
English Learners	*	*	693	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	732	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	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	56	735	735	756	*	25%	23%	*	*	36%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	735	744	*	*	*	*	*	*	44%
Black or African American	43	737	735	739	*	26%	23%	*	*	40%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	763	*	*	*	*	*	*	63%
Female	30	744	*	762	*	*	*	*	*	47%	63%
Male	26	724	*	751	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	40	733	735	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	16	739	737	767	*	*	*	*	*	31%	70%
Students with Disabilities	*	*	706	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	762	*	*	*	*	*	*	64%
English Learners	*	*	709	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	737	759	*	*	*	*	*	*	61%
Homeless Students	N	N	*	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	731	734	755	*	25%	30%	*	*	30%	58%
White	*	*	*	763	*	*	*	*	*	*	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	39	732	731	738	*	*	33%	*	*	31%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	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	29	743	738	762	*	*	*	*	*	41%	66%
Male	28	720	731	749	*	*	*	*	*	18%	51%
Economically Disadvantaged Students	*	*	733	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	738	766	*	*	*	*	*	*	71%
Students with Disabilities	13	700	705	724	*	*	*	*	*	*	22%
Students without Disabilities	44	741	739	762	*	*	*	*	*	*	65%
English Learners	*	*	706	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	736	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	*	*	*	728	*	*	*	*	*	*	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	56	734	741	754	18%	20%	29%	34%	0%	34%	56%
White	N	N	N	761	N	N	N	N	N	N	66%
Hispanic	10	757	*	742	0%	*	*	*	*	50%	42%
Black or African American	46	729	741	737	22%	22%	26%	30%	0%	30%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	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	20	749	*	761	*	*	*	*	*	55%	64%
Male	36	725	*	748	*	*	*	*	*	22%	48%
Economically Disadvantaged Students	44	729	741	739	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	12	752	742	764	*	*	*	*	*	50%	68%
Students with Disabilities	13	695	710	723	*	*	*	*	*	*	18%
Students without Disabilities	43	746	745	760	*	*	*	*	*	*	63%
English Learners	*	*	708	712	*	*	*	*	*	*	*
Non-English Learners	*	*	742	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	752	750	760	*	*	*	*	*	61%	63%
White	N	N	N	768	N	N	N	N	N	N	72%
Hispanic	*	*	751	746	*	*	*	*	*	*	49%
Black or African American	*	*	750	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	21	761	*	769	*	*	*	*	*	71%	72%
Male	17	740	*	752	*	*	*	*	*	47%	54%
Economically Disadvantaged Students	27	744	749	742	*	*	*	*	*	52%	44%
Non-Economically Disadvantaged Students	11	770	751	771	*	*	*	*	*	82%	73%
Students with Disabilities	*	*	707	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	760	768	*	*	*	*	*	*	71%
English Learners	*	*	703	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	753	762	*	*	*	*	*	*	64%
Homeless Students	*	*	*	729	*	*	*	*	*	*	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	738	759	N	N	N	N	N	N	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	N	N	738	744	N	N	N	N	N	N	45%
Black or African American	N	N	738	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	789	N	N	N	N	N	N	86%
American Indian or Alaska Native	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	N	N	748	768	N	N	N	N	N	N	69%
Male	N	N	728	751	N	N	N	N	N	N	52%
Economically Disadvantaged Students	N	N	739	740	N	N	N	N	N	N	42%
Non-Economically Disadvantaged Students	N	N	734	769	N	N	N	N	N	N	71%
Students with Disabilities	N	N	705	719	N	N	N	N	N	N	19%
Students without Disabilities	N	N	745	766	N	N	N	N	N	N	68%
English Learners	N	N	706	703	N	N	N	N	N	N	*
Non-English Learners	N	N	741	761	N	N	N	N	N	N	*
Homeless Students	N	N	*	727	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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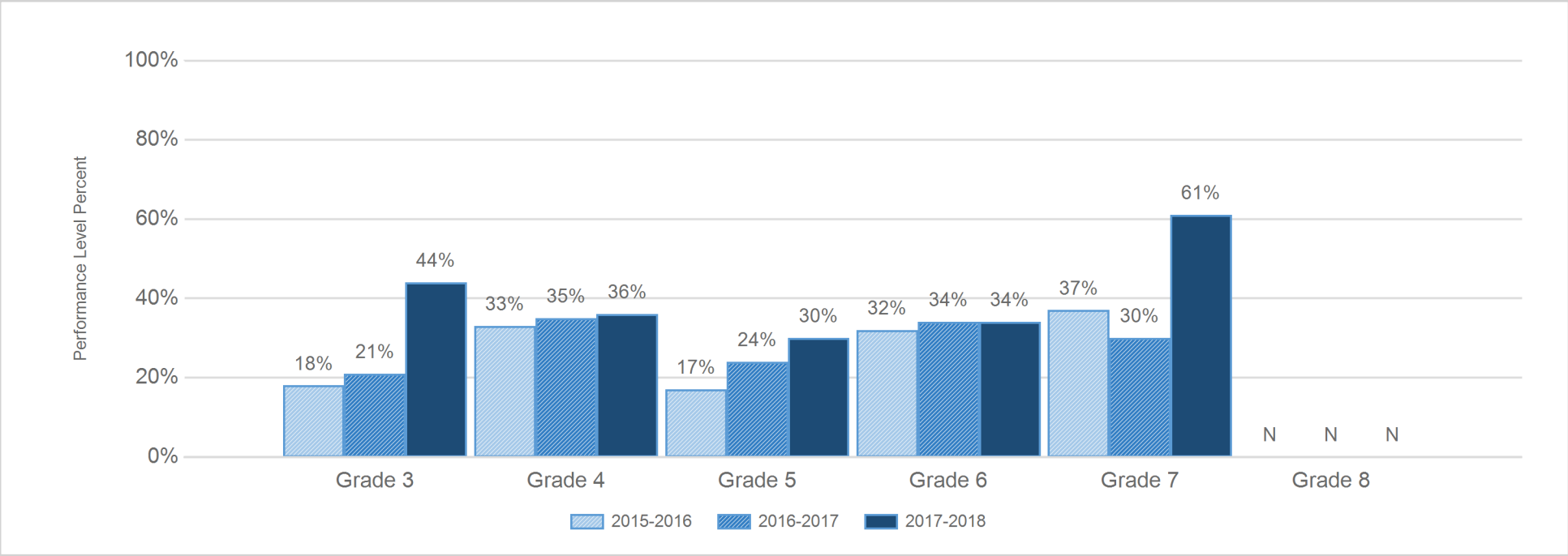
English Language Arts/Literacy Assessment - Performance Trends

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



NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

Report Key:
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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	261	96.2	27.2	24.0	45.0	27.2	26.3	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	60	98.4	40.0	26.8	29.2	40.0	35	Met Target
Black or African American	199	95.5	23.1	22.3	23.4	23.1	23.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	77.0	N	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	128	96.4	30.4	26.1	46.0	30.4		
Male	133	96.0	24.1	*	43.9	24.1		
Economically Disadvantaged Students	201	96.4	27.4	23.4	26.6	27.4	26.4	Met Target
Non-Economically Disadvantaged Students	60	95.4	26.7	25.4	55.9	26.7		
Students with Disabilities	52	96.6	*	*	17.1	*	15.9	Not Met
Students without Disabilities	209	96.1	*	*	50.5	*		
English Learners	50	98.2	18.0	18.9	24.6	18.0	21.5	Met Target†
Non-English Learners	211	95.7	29.3	26.0	46.9	29.3		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	35.7	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	731	732	752	21%	24%	21%	*	*	34%	53%
White	N	N	*	760	N	N	N	N	N	N	64%
Hispanic	13	746	738	739	*	*	*	*	*	46%	38%
Black or African American	45	727	*	734	24%	27%	*	*	*	31%	32%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	29	735	732	752	*	*	*	*	*	41%	53%
Male	29	727	733	751	*	*	*	*	*	28%	53%
Economically Disadvantaged Students	47	733	*	736	*	*	26%	*	*	34%	35%
Non-Economically Disadvantaged Students	11	724	*	762	*	*	0%	*	*	36%	66%
Students with Disabilities	*	*	710	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	735	756	*	*	*	*	*	*	57%
English Learners	*	*	699	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	736	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	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

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	728	729	748	*	30%	*	29%	0%	29%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	732	737	*	*	*	*	*	*	34%
Black or African American	43	729	727	730	*	*	30%	*	*	28%	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	30	731	*	748	*	*	*	*	*	30%	50%
Male	26	725	*	748	*	*	*	*	*	27%	49%
Economically Disadvantaged Students	40	726	729	733	*	*	*	*	*	30%	30%
Non-Economically Disadvantaged Students	16	732	729	758	*	*	*	*	*	25%	62%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	22%
Students without Disabilities	*	*	733	753	*	*	*	*	*	*	55%
English Learners	*	*	702	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	731	750	*	*	*	*	*	*	52%
Homeless Students	N	N	*	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	727	725	748	*	41%	22%	*	*	22%	49%
White	*	*	*	756	*	*	*	*	*	*	60%
Hispanic	*	*	*	736	*	*	*	*	*	*	32%
Black or African American	40	728	721	730	*	43%	25%	*	*	20%	26%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	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	29	729	725	749	*	41%	*	*	*	24%	50%
Male	29	726	725	747	*	41%	*	*	*	21%	48%
Economically Disadvantaged Students	*	*	724	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	726	758	*	*	*	*	*	*	62%
Students with Disabilities	13	707	706	726	*	*	*	*	*	*	20%
Students without Disabilities	45	733	727	752	*	*	*	*	*	*	55%
English Learners	*	*	698	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	727	750	*	*	*	*	*	*	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	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

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	717	726	744	32%	32%	18%	18%	0%	18%	44%
White	N	N	N	751	N	N	N	N	N	N	54%
Hispanic	10	739	*	731	*	*	*	*	*	50%	27%
Black or African American	46	712	724	726	37%	35%	*	*	*	11%	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	771	N	N	N	N	N	N	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	20	722	*	745	*	*	*	*	*	20%	45%
Male	36	714	*	742	*	*	*	*	*	17%	42%
Economically Disadvantaged Students	44	713	727	729	*	*	*	*	*	14%	24%
Non-Economically Disadvantaged Students	12	731	724	753	*	*	*	*	*	33%	56%
Students with Disabilities	13	691	701	717	*	*	*	*	*	*	13%
Students without Disabilities	43	725	729	748	*	*	*	*	*	*	49%
English Learners	*	*	697	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	727	745	*	*	*	*	*	*	45%
Homeless Students	*	*	*	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	734	732	743	*	27%	30%	*	*	30%	43%
White	N	N	N	750	N	N	N	N	N	N	54%
Hispanic	*	*	737	732	*	*	*	*	*	*	27%
Black or African American	*	*	730	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	767	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	N	N	*	748	N	N	N	N	N	N	51%
Female	21	737	*	745	*	*	*	*	*	33%	45%
Male	16	730	*	741	*	*	*	*	*	25%	42%
Economically Disadvantaged Students	26	730	732	730	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	11	743	731	751	*	*	*	*	*	36%	55%
Students with Disabilities	*	*	703	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	738	748	*	*	*	*	*	*	50%
English Learners	*	*	714	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	733	744	*	*	*	*	*	*	45%
Homeless Students	*	*	*	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
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

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	712	728	N	N	N	N	N	N	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	N	N	712	722	N	N	N	N	N	N	22%
Black or African American	N	N	713	715	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	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	N	N	718	731	N	N	N	N	N	N	31%
Male	N	N	707	725	N	N	N	N	N	N	26%
Economically Disadvantaged Students	N	N	714	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	707	735	N	N	N	N	N	N	35%
Students with Disabilities	N	N	682	705	N	N	N	N	N	N	*
Students without Disabilities	N	N	720	735	N	N	N	N	N	N	*
English Learners	N	N	698	705	N	N	N	N	N	N	10%
Non-English Learners	N	N	714	729	N	N	N	N	N	N	29%
Homeless Students	N	N	*	708	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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N No Data is available to display
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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	N	N	727	746	N	N	N	N	N	N	46%
White	N	N	N	755	N	N	N	N	N	N	57%
Hispanic	N	N	735	730	N	N	N	N	N	N	27%
Black or African American	N	N	*	727	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	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	N	N	*	748	N	N	N	N	N	N	48%
Male	N	N	725	745	N	N	N	N	N	N	44%
Economically Disadvantaged Students	N	N	729	729	N	N	N	N	N	N	25%
Non-Economically Disadvantaged Students	N	N	*	756	N	N	N	N	N	N	57%
Students with Disabilities	N	N	*	716	N	N	N	N	N	N	13%
Students without Disabilities	N	N	732	752	N	N	N	N	N	N	52%
English Learners	N	N	700	710	N	N	N	N	N	N	*
Non-English Learners	N	N	*	749	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
Grades Offered: PK-08
2017-2018

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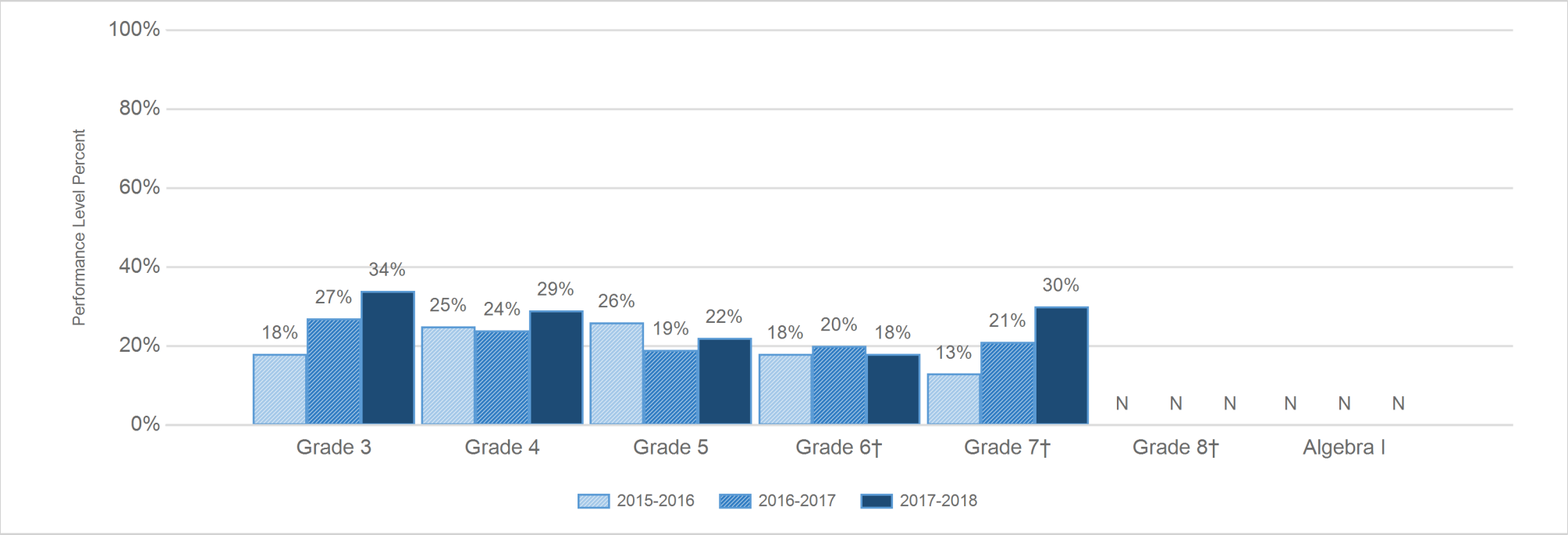
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	54.2%	46.8%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	*	*
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	69
7	0	0	58
8	0	0	2
Total	0	0	129

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	33
7	0	0	0	0	0	0	45
8	0	0	0	0	0	0	2
Total	0	0	0	0	0	0	80

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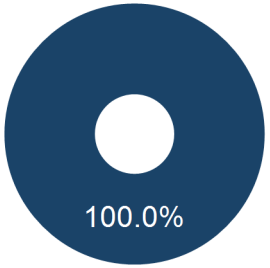
Visual and Performing Arts – Course Participation

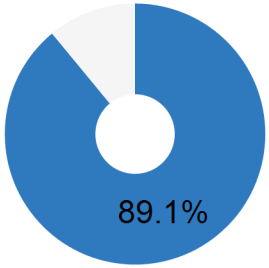
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

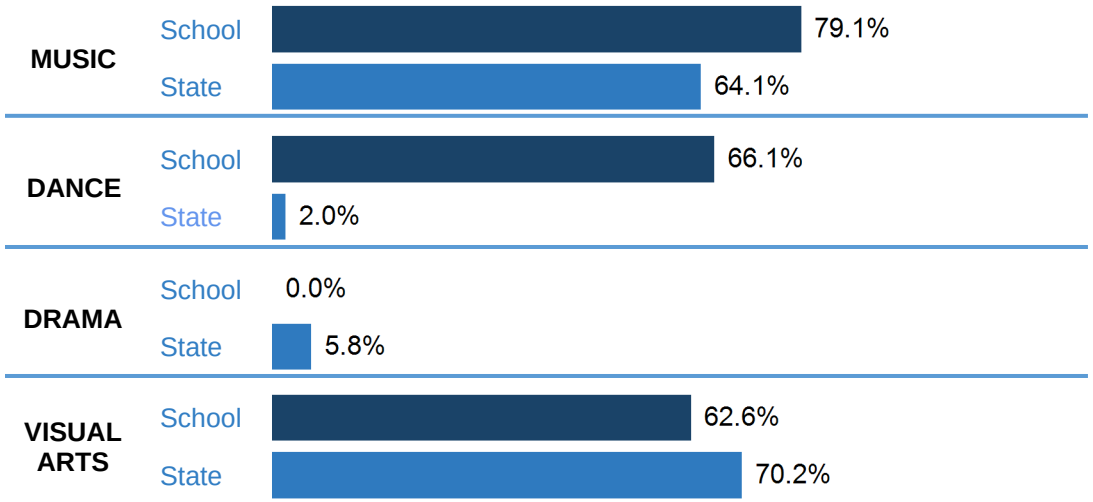


School



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.

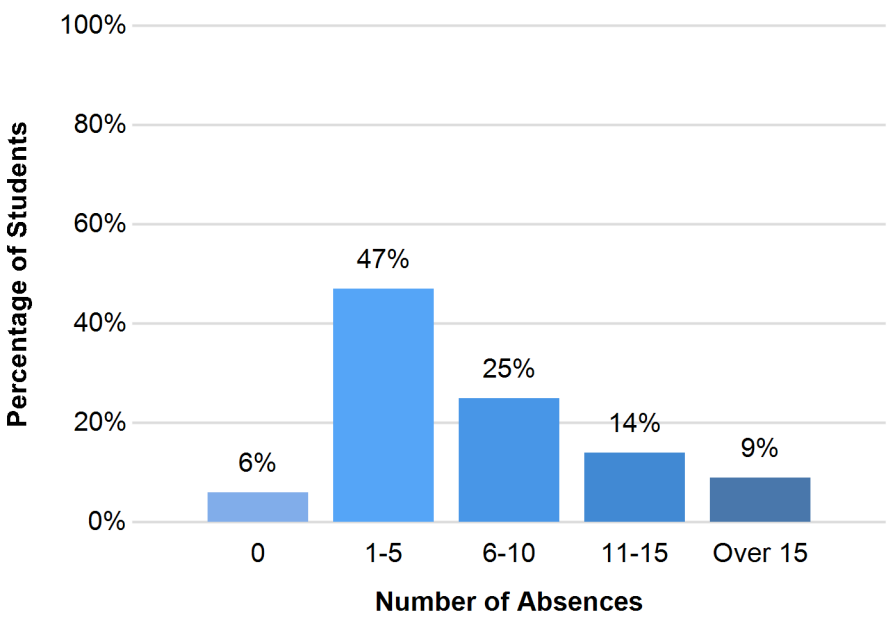
Chronic Absenteeism

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	26	6.1	9.1	Met
White	*	*	**	**
Hispanic	3	2.9	9.1	Met
Black or African American	22	6.8	9.1	Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	19	6.4	9.1	Met
Students with Disabilities	7	8.1	9.1	Met
English Learners	0	0	9.1	Met

Days Absent

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



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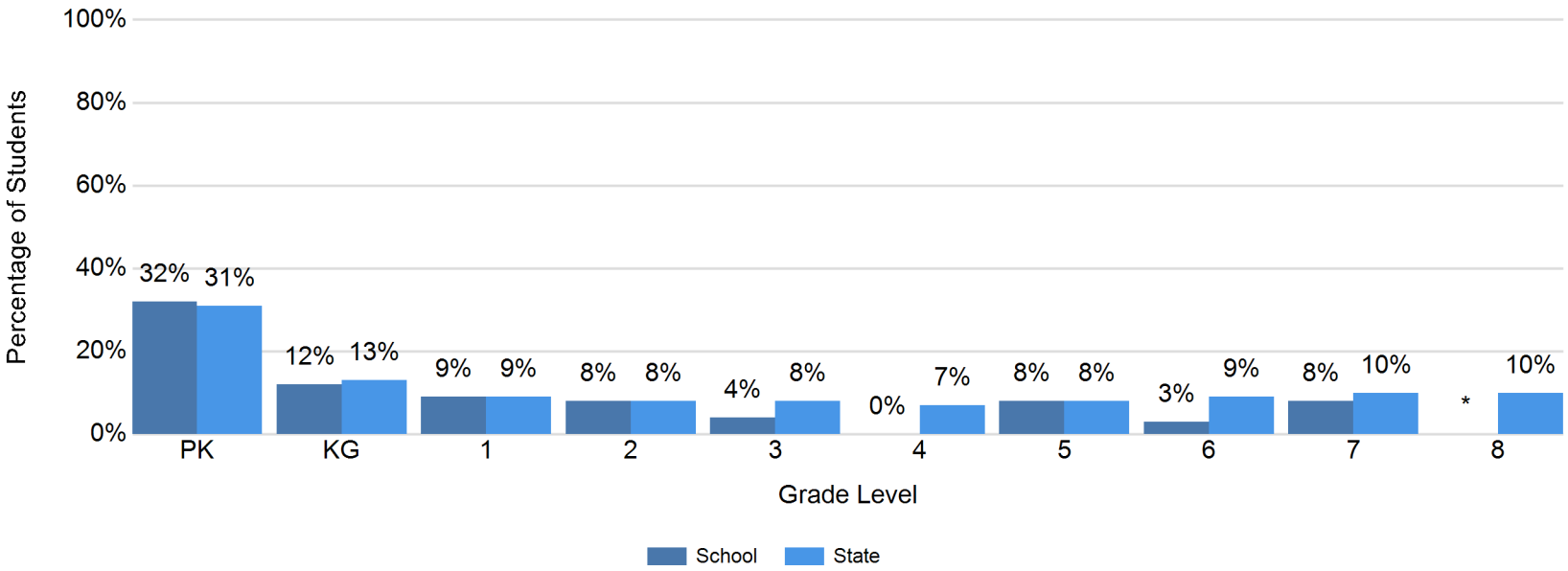
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.68

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
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	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
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	N

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)	$862	$14,753	$15,615

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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	42	117,464
Average years experience in public schools	9.1	12.0
Average years experience in district	8.2	10.7
Teachers in district for 4 or more years	57.1%	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	50	9,374
Average years experience in public schools	12.9	16.0
Average years experience in district	9.8	12.0
Administrators in district for 4 or more years	74.0%	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	10:1	12:1
Students to Administrators	220:1	112:1
Teachers to Administrators	21:1	10:1
Students to Librarians/Media Specialists		698:1
Students to Nurses		559:1
Students to Counselors		430:1
Students to Child Study Team		223:1

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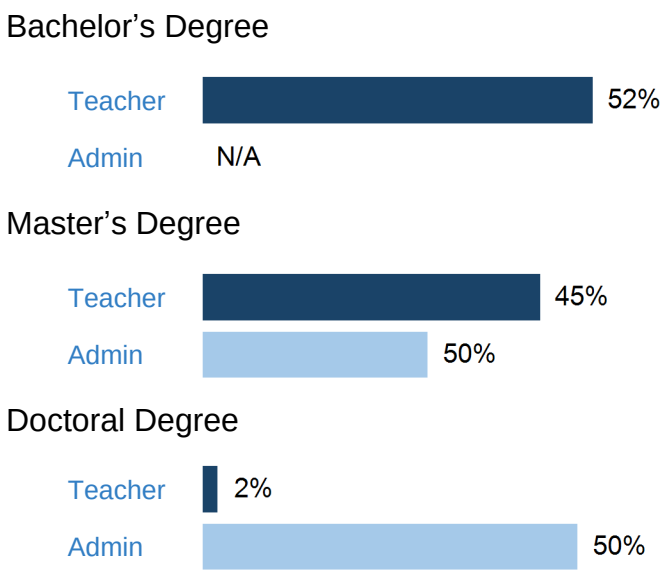
Teachers and Administrators - Level of Education

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	84.7%	90.2%
2016-17 Administrators: Same district 2017-18	85.2%	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	97.8%

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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	71.4%	50.0%
Male	28.6%	50.0%
White	45.2%	0.0%
Hispanic	11.9%	0.0%
Black or African American	35.7%	100.0%
Asian	7.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	22.04	15.0%
Mathematics Proficiency	20.14	15.0%
English Language Arts Growth	69.31	20.0%
Mathematics Growth	41.66	20.0%
Progress Towards English Language Proficiency	50.85	20.0%
Chronic Absenteeism	78.06	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.50	n/a
Summative Rating: Percentile Rank of Summative Score	43.19	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	Met Target	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	72.71	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	61.38	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	62.73	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	32.21	14.08	No	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
English Learners	52.91	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

PARK AVENUE ELEMENTARY SCHOOL
(13-3880-120)
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

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:	• Award winning Bridge Team, Robotics Team, Coding, Dance Conservatory • Curriculum includes: Balanced Literacy, Math in Focus and Next Gen Science Standards • Technology is an integral part of each school day, with students using Chromebooks to support instructional programs.
Mission, Vision, Theme:	The mission of Park Avenue School is to provide a positive and safe learning environment where all students acquire the academic knowledge and skills to ensure a future of achievement and to instill the core values of responsibility, respect, empathy, and integrity.
Awards, Recognition, Accomplishments:	PAS was the recipient of the 21st Century Learning Grant and Target Field Trip Grant

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Courses, Curriculum, Instruction:	The students are provided with instruction that address the district and state goals for each curricular area. Emphasis is placed on a literature-based, differentiated instructional approach to ELA and the use of manipulatives & problem solving to enhance the Math & Science programs. The teaching of Science through FOSS is a process that involves experimentation, imagination and critical thinking. Computer technology is an essential tool; Smartboards, iPads & Chromebooks support instruction.
Clubs and Activities:	Clubs: Student Council, Sisterhood, Coding, Girls That Code, Robotics, Dance, Instrumental Music, Chorus, Bridge, National Junior Honor Society, Afterschool Academy, Math 180, ESL Support Rosetta Stone

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Before and After School Programs:	Our afterschool programs offer extensive opportunities for students to develop their talents, build bonds with positive role models and improve academic performance. This is a result of the 21st Century Afterschool Learning Grant which enables us to run the program for Grades 4-7 from 3-6pm daily.
Staff and Professional Learning:	Professional learning for staff occurred both as job embedded and district driven workshops. Teachers participated in a school PLC around data driven instruction and examined the various types of assessments. Several staff members were also enrolled in Graduate School pursuing Master's Degrees in a variety of Educational Fields.

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Student Supports and Services:	English Language Learners - In-Class Support, Newcomers; Student with disabiliites - Partnership with Theatre Development Fund, Autism Friendly Performance, Parent Support Group
Parent and Community Involvement:	We value the strong home school partnerships we share with parents. Our collaborative relationships allow students to meet their full potential. Park Avenue's Parent Teacher Organization serves as a link to our surrounding community, as well as school initiated programs: Career Day, Celebrity Read, Latino Literacy Night, Family Math, Park Avenue School Newsletter, telephone, phone blasts and email communications, and various school assemblies and programs presented by students and faculty.

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Other Information:	To enhance learning beyond the classroom, special events and programs have been successful in motivating students: Autism Theatre Initiative, Read Across America, Bridge Tournaments both local and Nationals in Toronto, Six Flags Read to Succeed Program, Field Trips, Scholastic Book Fair, school wide Art Exhibit, open gym, school dances and school movie nights.