NJ SCHOOL PERFORMANCE REPORT

ELLA G CLARKE ELEMENTARY SCHOOL
(29-2520-080)
Grades Offered: 01-05
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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	OCEAN
District	LAKEWOOD TWP
Principal Name	EBONY RIVERA
Address	455 MANETTA AVENUE LAKEWOOD, NJ 08701
Phone Number	(732)905-3620
Email Address	ERIVERA@LAKEWOODPINERS.ORG
Website	https://www.lakewoodpiners.org/Domain/13

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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
1	0	0	0
2	135	131	70
3	127	119	117
4	108	114	108
5	83	92	96
Total	453	456	391

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	47.9%	48.5%	47.6%
Male	52.1%	51.5%	52.4%
Economically Disadvantaged Students	96.2%	89.3%	93.6%
Students with Disabilities	19.4%	19.5%	22.0%
English Learners	54.3%	43.2%	52.2%
Homeless Students		0.4%	1.0%
Students in Foster Care		0.2%	0.5%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	1.8%	1.5%	2.0%
Hispanic	92.7%	93.9%	94.1%
Black or African American	5.3%	4.2%	3.3%
Asian	0.0%	0.2%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.2%	0.3%
Two or More Races	0.2%	0.0%	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
Spanish	88.5%
English	11.3%
Other Languages	0.3%

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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	56	55	50	Met Standard	63	52	50	Exceeds Standard
White	N	57	50	**	N	71	51	**
Hispanic	55	55	49	Met Standard	63	51	48	Exceeds Standard
Black or African American	*	50	44	**	*	45	44	**
Asian, Native Hawaiian, or Pacific Islander	N	70	61	**	N	83	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	*	49	**	N	*	51	**
Economically Disadvantaged	53.5	55	48	Met Standard	63	51	47	Exceeds Standard
Students with Disabilities	50	45	41	Met Standard	72	57	43	Exceeds Standard
English Learners	52	53	54	Met Standard	63	52	51	Exceeds Standard

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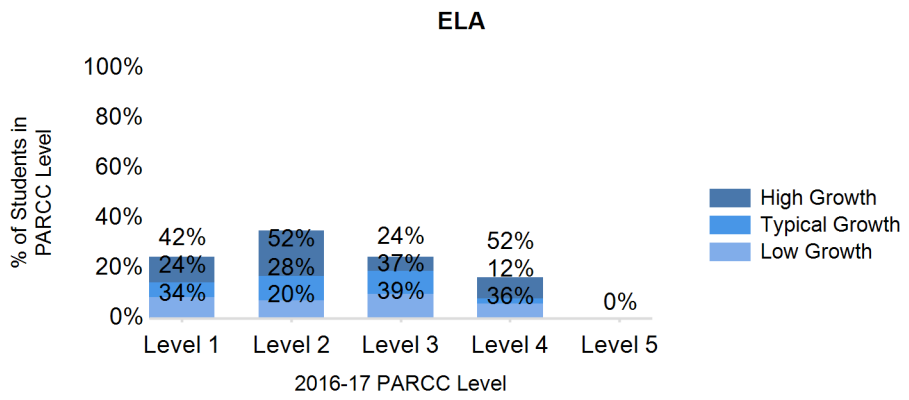
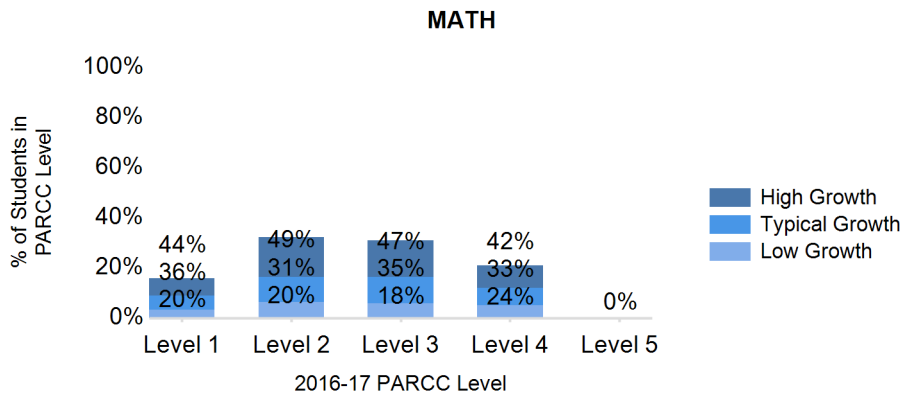
Student Growth by Performance Level

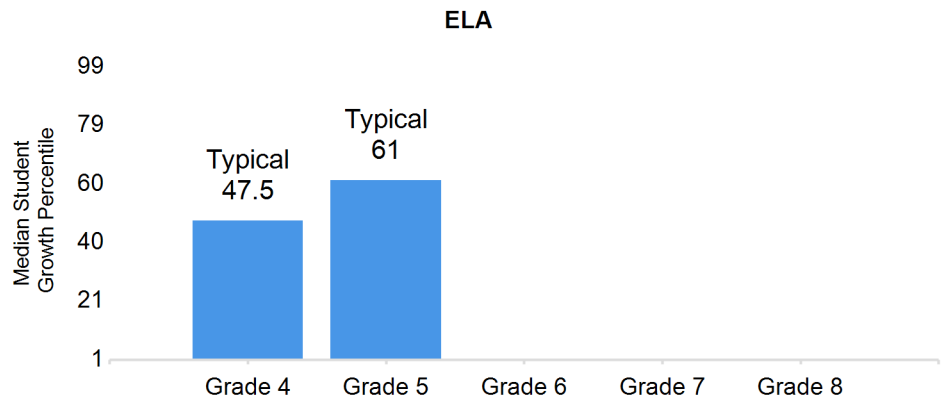
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

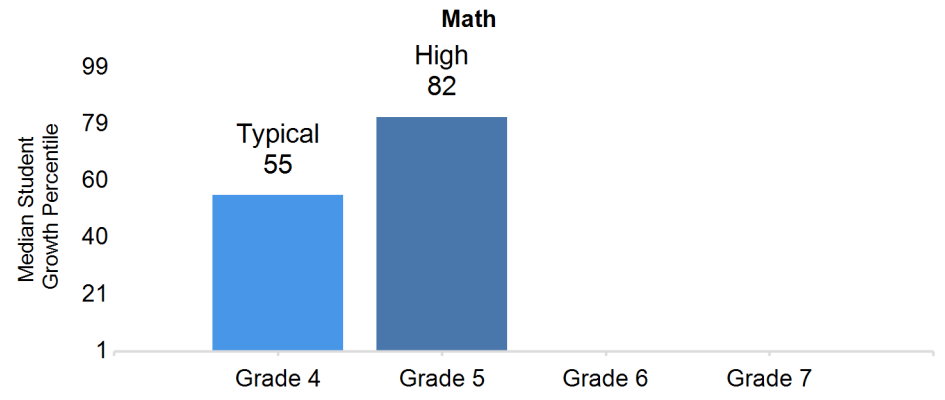




Student Growth by Grade

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	292	99.7	26.1	28.0	56.7	26.1	26.2	Met Target†
White	*	*	*	*	65.6	*	**	**
Hispanic	273	99.6	26.7	27.3	42.5	26.7	25.5	Met Target
Black or African American	*	*	*	*	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	65.2	82.3	*	**	**
American Indian or Alaska Native	*	*	*	*	52.7	*	**	**
Two or More Races	N	N	N	*	63.4	N	**	**
Female	136	99.3	29.4	33.1	64.5	29.4		
Male	156	100.0	23.1	23.1	49.4	23.1		
Economically Disadvantaged Students	273	100.0	25.2	28.0	38.5	25.2	26.8	Met Target†
Non-Economically Disadvantaged Students	19	95.5	36.9	27.7	67.5	36.9		
Students with Disabilities	64	98.5	15.7	*	21.6	15.7	17	Met Target†
Students without Disabilities	228	100.0	29.0	*	63.9	29.0		
English Learners	216	100.0	21.3	*	27.3	21.3	20.2	Met Target
Non-English Learners	76	98.7	39.5	*	59.4	39.5		
Homeless Students	*	*	*	28.6	27.7	*		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	727	726	750	20%	27%	27%	*	*	25%	52%
White	*	*	741	759	*	*	*	*	*	*	61%
Hispanic	111	726	725	736	20%	29%	26%	*	*	25%	38%
Black or African American	*	*	724	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	*	*	*	743	*	*	*	*	*	*	46%
Two or More Races	N	N	*	758	N	N	N	N	N	N	58%
Female	59	725	726	756	24%	25%	25%	*	*	25%	57%
Male	59	730	725	744	17%	29%	29%	*	*	25%	46%
Economically Disadvantaged Students	108	728	725	733	*	*	30%	*	*	24%	34%
Non-Economically Disadvantaged Students	10	723	732	762	*	*	0%	*	*	40%	64%
Students with Disabilities	16	710	714	719	*	*	*	*	*	13%	24%
Students without Disabilities	102	730	728	756	*	*	*	*	*	27%	57%
English Learners	79	717	717	712	*	*	27%	*	*	13%	15%
Non-English Learners	39	748	738	753	*	*	28%	*	*	51%	55%
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	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	85	727	735	756	20%	29%	27%	24%	0%	24%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	744	*	*	*	*	*	*	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	763	N	N	N	N	N	N	63%
Female	38	730	740	762	*	*	*	*	*	24%	63%
Male	47	725	731	751	*	*	*	*	*	23%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	70%
Students with Disabilities	18	717	720	726	*	*	*	*	*	*	25%
Students without Disabilities	67	730	739	762	*	*	*	*	*	*	64%
English Learners	49	712	720	720	*	*	*	*	*	*	17%
Non-English Learners	36	748	749	759	*	*	*	*	*	*	61%
Homeless Students	*	*	*	729	*	*	*	*	*	*	28%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	732	736	755	*	32%	35%	*	*	25%	58%
White	*	*	756	763	*	*	*	*	*	*	68%
Hispanic	71	733	735	743	*	30%	37%	*	*	25%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	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	*	763	N	N	N	N	N	N	65%
Female	35	742	742	762	*	*	40%	*	*	40%	66%
Male	40	723	730	749	*	*	30%	*	*	13%	51%
Economically Disadvantaged Students	*	*	*	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	71%
Students with Disabilities	16	714	721	724	*	*	*	*	*	*	22%
Students without Disabilities	59	737	739	762	*	*	*	*	*	*	65%
English Learners	17	714	712	712	*	*	*	*	*	*	11%
Non-English Learners	58	737	743	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	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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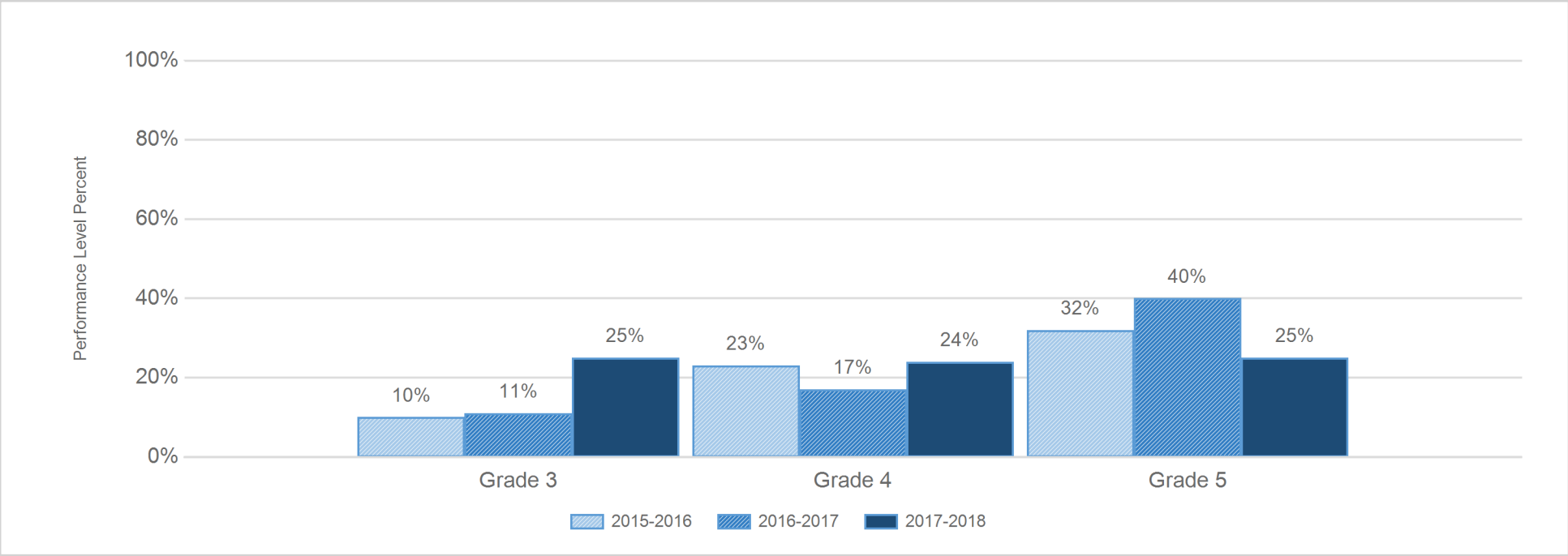
English Language Arts/Literacy Assessment - Performance Trends

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



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Mathematics Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	292	99.7	29.5	*	45.0	29.5	23.3	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	273	99.6	30.1	*	29.2	30.1	23.6	Met Target
Black or African American	*	*	*	13.3	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	47.8	77.0	*	**	**
American Indian or Alaska Native	*	*	*	*	42.5	*	**	**
Two or More Races	N	N	N	*	53.0	N	**	**
Female	136	99.3	25.0	*	46.0	25.0		
Male	156	100.0	33.3	*	43.9	33.3		
Economically Disadvantaged Students	273	100.0	29.7	*	26.6	29.7	24.2	Met Target
Non-Economically Disadvantaged Students	19	95.5	26.3	*	55.9	26.3		
Students with Disabilities	64	98.5	21.9	*	17.1	21.9	14	Met Target
Students without Disabilities	228	100.0	31.6	*	50.5	31.6		
English Learners	216	100.0	25.9	17.8	24.6	25.9	18.1	Met Target
Non-English Learners	76	98.7	39.5	21.6	46.9	39.5		
Homeless Students	*	*	*	11.7	17.3	*		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	N	23.7	N		

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	733	731	752	11%	28%	31%	*	*	30%	53%
White	*	*	741	760	*	*	*	*	*	*	64%
Hispanic	112	733	731	739	12%	28%	30%	*	*	30%	38%
Black or African American	*	*	718	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	49%
Two or More Races	N	N	*	757	N	N	N	N	N	N	59%
Female	59	732	726	752	*	31%	27%	*	*	31%	53%
Male	60	734	735	751	*	25%	35%	*	*	30%	53%
Economically Disadvantaged Students	109	733	731	736	12%	*	*	*	*	32%	35%
Non-Economically Disadvantaged Students	10	735	727	762	0%	*	*	*	*	10%	66%
Students with Disabilities	16	727	731	730	*	*	*	*	*	25%	29%
Students without Disabilities	103	734	731	756	*	*	*	*	*	31%	57%
English Learners	80	723	724	726	*	*	34%	*	*	14%	23%
Non-English Learners	39	752	741	754	*	*	26%	*	*	64%	56%
Homeless Students	*	*	*	723	*	*	*	*	*	*	20%
Students in Foster Care	N	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

ELLA G CLARKE ELEMENTARY SCHOOL
(29-2520-080)
Grades Offered: 01-05
2017-2018

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

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	85	729	730	748	13%	32%	34%	21%	0%	21%	49%
White	N	N	*	755	N	N	N	N	N	N	60%
Hispanic	*	*	*	737	*	*	*	*	*	*	34%
Black or African American	*	*	725	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	*	752	N	N	N	N	N	N	55%
Female	38	724	730	748	*	*	*	*	*	*	50%
Male	47	733	730	748	*	*	*	*	*	*	49%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	30%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	18	724	723	725	*	*	*	*	*	11%	22%
Students without Disabilities	67	730	732	753	*	*	*	*	*	24%	55%
English Learners	49	715	720	722	*	*	*	*	*	*	16%
Non-English Learners	36	747	740	750	*	*	*	*	*	*	52%
Homeless Students	*	*	*	722	*	*	*	*	*	*	18%
Students in Foster Care	N	N	*	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

NJ SCHOOL PERFORMANCE REPORT

ELLA G CLARKE ELEMENTARY SCHOOL
(29-2520-080)
Grades Offered: 01-05
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	737	734	748	*	19%	41%	*	*	33%	49%
White	*	*	751	756	*	*	*	*	*	*	60%
Hispanic	71	739	733	736	*	17%	44%	*	*	34%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	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	*	754	N	N	N	N	N	N	55%
Female	35	738	733	749	*	*	34%	*	*	37%	50%
Male	40	737	734	747	*	*	48%	*	*	30%	48%
Economically Disadvantaged Students	*	*	*	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	*	758	*	*	*	*	*	*	62%
Students with Disabilities	16	722	727	726	*	*	*	*	*	*	20%
Students without Disabilities	59	742	735	752	*	*	*	*	*	*	55%
English Learners	17	724	714	718	*	*	*	*	*	12%	13%
Non-English Learners	58	741	739	750	*	*	*	*	*	40%	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	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%

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ELLA G CLARKE ELEMENTARY SCHOOL
(29-2520-080)
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2017-2018

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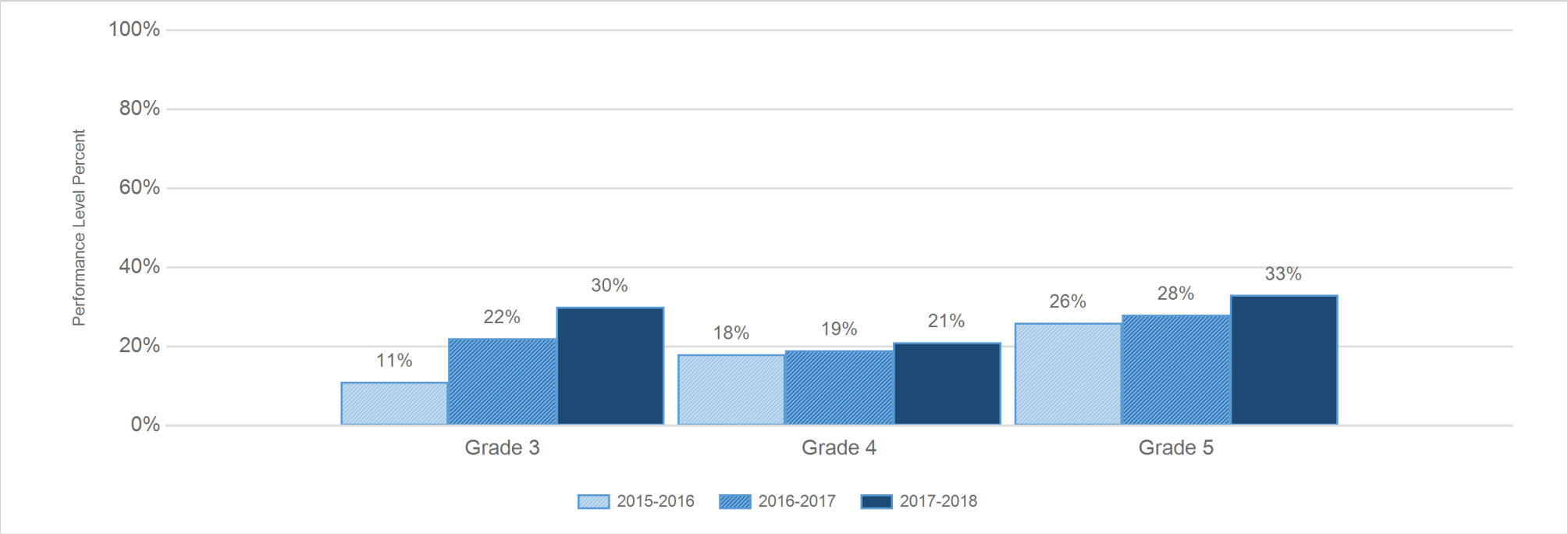
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	45.9%	60.7%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	*	*
3-4	96	*	*
5 or more	85	81.2%	18.8%

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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.

NJ SCHOOL PERFORMANCE REPORT

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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.

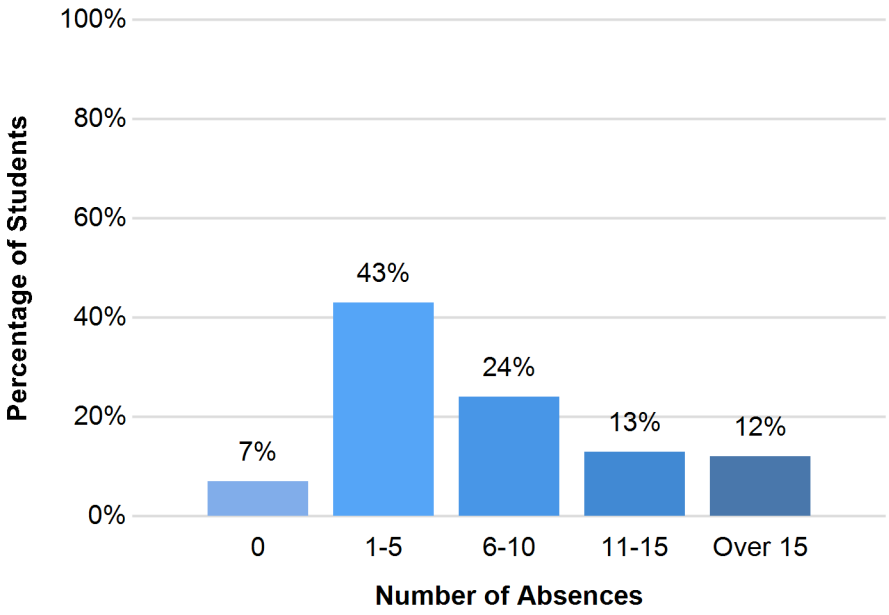
Chronic Absenteeism

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	40	9.7	8.1	Not Met
White	14	66.7	8.1	Not Met
Hispanic	24	6.4	8.1	Met
Black or African American	2	15.4	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Economically Disadvantaged Students	29	7.6	8.1	Met
Students with Disabilities	28	25.9	8.1	Not Met
English Learners	5	2.4	8.1	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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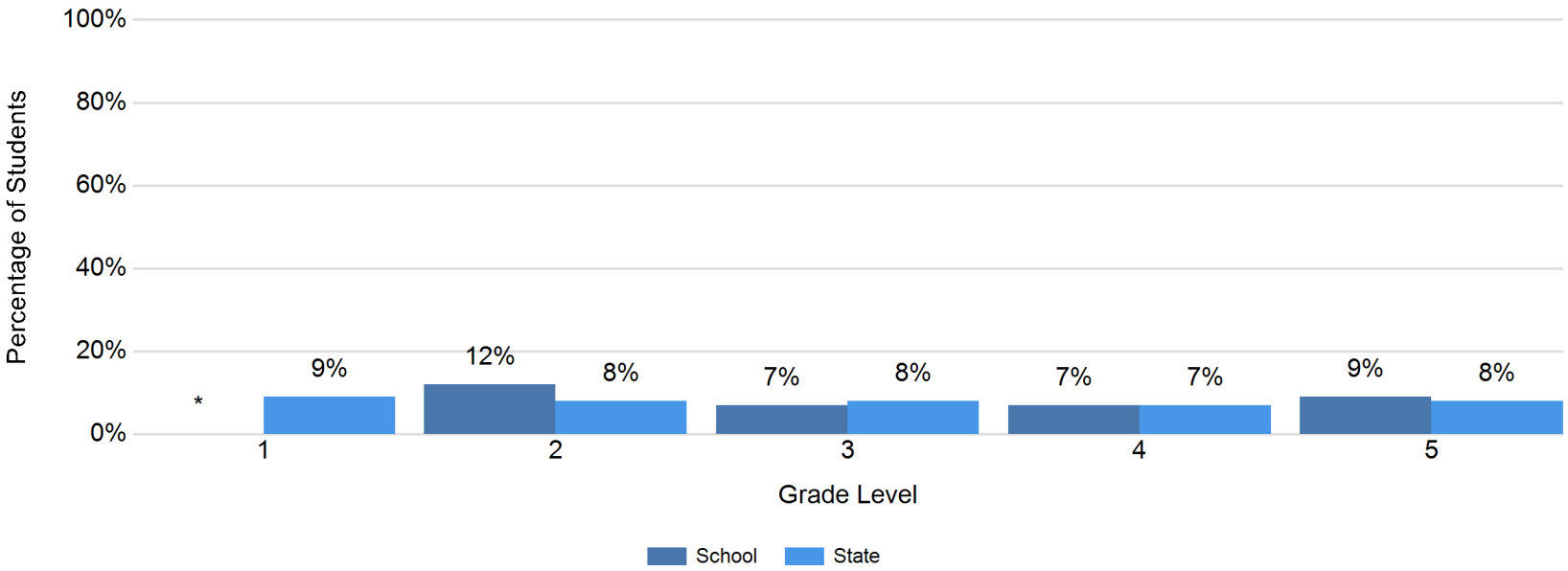
Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Police Notifications

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

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

NJ SCHOOL PERFORMANCE REPORT

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	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	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	0	0.0%
Any Suspension	0	0.0%
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
0

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	3 Hrs. 45 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2017-18	2.7:1

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)	$4,958	$13,407	$18,365

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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	71	117,464
Average years experience in public schools	8.9	12.0
Average years experience in district	8.6	10.7
Teachers in district for 4 or more years	70.4%	75.5%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	27	9,374
Average years experience in public schools	11.6	16.0
Average years experience in district	11.2	12.0
Administrators in district for 4 or more years	88.9%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	6:1	11:1
Students to Administrators	130:1	208:1
Teachers to Administrators	24:1	18:1
Students to Librarians/Media Specialists		1871:1
Students to Nurses		702:1
Students to Counselors		401:1
Students to Child Study Team		216:1

NJ SCHOOL PERFORMANCE REPORT

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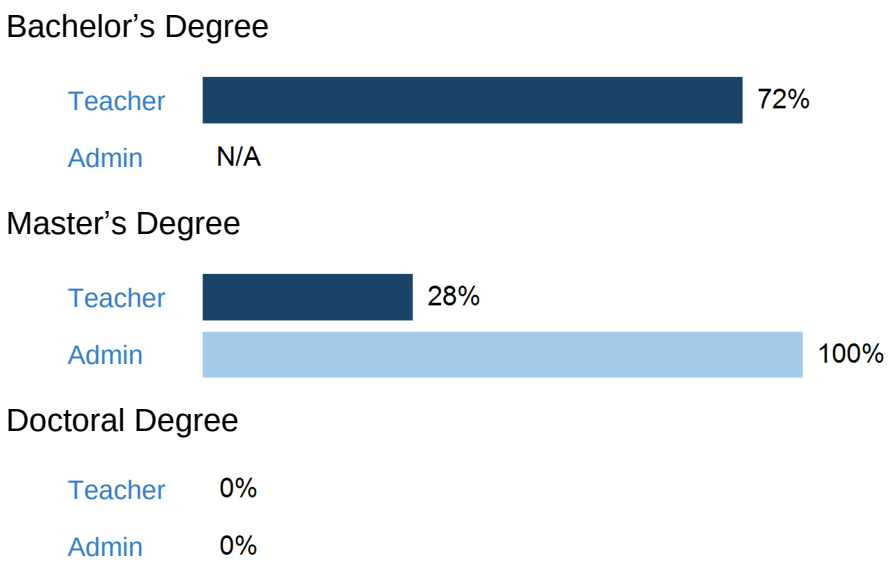
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	86.5%	90.2%
2016-17 Administrators: Same district 2017-18	83.9%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.7%

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

Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	93.0%	100.0%
Male	7.0%	0.0%
White	87.3%	33.3%
Hispanic	8.5%	33.3%
Black or African American	4.2%	33.3%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

NJ SCHOOL PERFORMANCE REPORT

ELLA G CLARKE ELEMENTARY SCHOOL
(29-2520-080)
Grades Offered: 01-05
2017-2018

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	9.48	15.0%
Mathematics Proficiency	26.07	15.0%
English Language Arts Growth	68.84	20.0%
Mathematics Growth	91.39	20.0%
Progress Towards English Language Proficiency	30.43	20.0%
Chronic Absenteeism	9.35	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	44.40	n/a
Summative Rating: Percentile Rank of Summative Score	40.05	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	Exceeds Standard	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	60.73	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	No	**	**	**	**	n/a	**	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	64.52	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	62.78	14.08	No	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
English Learners	56.57	14.08	No	Met Target	Met Target	Met Standard	Exceeds Standard	Exceeds Standard	Met	No

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

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School Narrative

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

Highlights:	• EGC exited Focus Status as of the 17-18 school year. This accomplishment stems from the fact that we have fostered consistent growth in the areas of student achievement and instructional efficacy. • For 3 years our 3rd grade was stagnant at 10% proficient on the ELA PARCC. We are elated to share that last year our 3rd grade increased their proficiency on the ELA PARCC to 26%. • EGC exceeded all of all academic progress targets on our School Accountability Profile in the area of mathematics.
Mission, Vision, Theme:	At Ella G. Clarke School we are cultivating the “Champions” of tomorrow, today. We are dedicated to transforming at-risk students into believers and achievers! Here at Ella G. Clarke we firmly believe that demography is not destiny and we have committed ourselves to prepare our students to defy the limitation of poverty. We will accomplish this by utilizing research-based best practice strategies, building the capacity of teachers via rigorous and relevant professional development, and fostering a viable relationship between our school and all of our stakeholders. We have three guiding principles that govern our learning community: Champion Commitment, Champion Character, and Champion Conduct. Instructional Efficacy will be maintained and monitored through our professional learning communities and our alignment with the Common Core State Standards.

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Courses, Curriculum, Instruction:	We have a thriving Bilingual program that is supported with push in ESL services, an intervention program with staff members that have been trained in Reading Recovery, Wilson Reading Program, Stevenson Language Skills Program, Visualizing & Verbalizing, Seeing Stars, and Letterland. Our literacy program contains a wealth of resources that teachers can use to implement both Balanced Literacy and Tiered Teaching. Our math program is comprised of a curriculum that is aligned to the Common Core State Standards. The teachers at EGC are receiving extensive professional development in mathematics to shift their instructional practice to a more inquiry based approach that emphasized modeling and conceptual understanding. We are also using instructional software to facilitate remediation and enrichment in both literacy and mathematics to ensure that we are providing targeted and timely instruction to all learners.

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Before and After School Programs:	EGC has an extended day program that runs for twenty weeks each school year. The program serves students in grades 3-5 in the area of literacy. At EGC, we believe that the greatest gift that we can give our students is the gift of literacy. So we work diligent to cultivate literate behaviors that enable our students to grapple with complex text and comprehend literature from all genres. Our extended day program runs Tuesday through Thursday for an hour and a half each day. The students rotate in 20 minute rotations to three different stations: Instructional software, small group, and independent reading. For an additional 20 minutes the students engage in innovative word study activities to foster and sustain language acquisition. Our extended day program continues to have a positive impact on our PARCC data. Last year more than 50% of the students that attended the extended day program for 3 consecutive years met the expectation on the 5th grade ELA PARCC assessment.
Staff and Professional Learning:	The champion educators at EGC, The School of Champions receive job embedded professional development on a consistent basis. Professional development if provided both a the district and building levels. There are district curriculum teams across content areas for each grade level and there are building based opportunities for teacher leaders to turn-key this information in a timely manner. There is an annual professional literature presented for all staff to read and utilized to refine instructional practice or enhance our culture and climate. We have an Instructional Team, Data Team, and a plethora of culture and climate committees. Each of these endeavors contributed to sustaining and enhance professional efficacy and a healthy thriving learning community.

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Student Supports and Services:	EGC is a responsive learning community that prides itself on responding to the needs of our students in a timely and targeted manner. We firmly believe that our response to student need must be strategic and intentional and ensure growth and development of the whole child. Thus, we have building based guidance counselor, Dyslexia Team, Instructional Team, I&RS Committee, Child Study Team, ESL teachers, and Interventionist. Additionally, we have instructional software to re-mediate/enrich our students in both language arts and mathematics. We use iStations for literacy and iReady for mathematics. Coupled with all of our support services is our intentional student placement. We used multiple data points to ensure that students are place in a learning environment where they can thrive. We have Bilingual classes, Sheltered English Instruction classes as well as Special Education classes. Our students are also provided speech, OT, and or PT if it is a determined need.
Student Health and Wellness:	EGC provides free breakfast and lunch to all of our students. The meals are all nutritionally balanced and align with state mandates for nutrition. Our students have a daily twenty minute recess weather permitting. Students also have physical education class once per week for forty minutes.

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Other Information:	Ella G. Clarke Elementary School is comprised of a community of learners that are dedicated to cultivating a culture of academic excellence. We currently have 397 students from various ethnic backgrounds that are dispersed throughout our second through fifth grade classrooms. The Ella G. Clarke family prides itself on providing quality learning experiences to all of our students. The use of 21st century technology to facilitate project-based learning is also an integral part of our educational program. However, the most important change to our instructional process is to have the entire school galvanize around a theme that promotes high expectations academically, socially, and emotionally. We the Ella G. Clarke family are the “School of Champions”! Data collection and analysis is still paramount to our instructional decision–making process. Both formative and summative assessments will be used to develop SMART goals and data driven instruction. Our data collection will range from anecdotal records to benchmark assessments which will be coupled with probing discussion, identification of trends, and consultations with literacy and math specialist to identify next steps.