NJ SCHOOL PERFORMANCE REPORT

ROBERT MENENDEZ ELEMENTARY SCHOOL
(17-5670-070)
Grades Offered: KG-06
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	HUDSON
District	WEST NEW YORK TOWN
Principal Name	MR. REIMAN
Address	600 55TH ST WEST NEW YORK, NJ 07093-4626
Phone Number	(201)553-4060
Email Address	RREIMAN@WNYSCHOOLS.NET
Website	http://www.wnyschools.net/district/ps3/
Facebook	https://www.facebook.com/WNYPS3/
Twitter	https://twitter.com/wnyps3

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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	0	0	0
KG	82	93	84
1	112	111	111
2	89	83	80
3	86	71	62
4	65	86	71
5	80	72	94
6	69	74	71
Total	583	590	573

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	45.3%	45.6%	46.1%
Male	54.7%	54.4%	53.9%
Economically Disadvantaged Students	83.0%	84.1%	89.9%
Students with Disabilities	17.5%	17.8%	16.9%
English Learners	7.9%	4.9%	7.5%
Homeless Students		0.3%	0.0%
Students in Foster Care		0.2%	0.2%
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	12.7%	12.2%	2.6%
Hispanic	86.1%	86.3%	94.1%
Black or African American	0.7%	0.7%	2.4%
Asian	0.5%	0.8%	0.7%
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	0.0%	0.0%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2015-16	2016-17	2017-18
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	82	93	84

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	67.0%
English	32.5%
Other Languages	0.5%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	51	50	Met Standard	41	45	50	Met Standard
White	*	54	50	**	*	52	51	**
Hispanic	53	50	49	Met Standard	41	45	48	Met Standard
Black or African American	*	63	44	**	*	75	44	**
Asian, Native Hawaiian, or Pacific Islander	*	63	61	**	*	53	61	**
American Indian or Alaska Native	N	N	52	**	N	N	53	**
Two or More Races	N	N	49	**	N	N	51	**
Economically Disadvantaged	53	50	48	Met Standard	41	46	47	Met Standard
Students with Disabilities	50	41.5	41	Met Standard	34	32	43	Not Met
English Learners	63	59	54	Exceeds Standard	51	51.5	51	Met Standard

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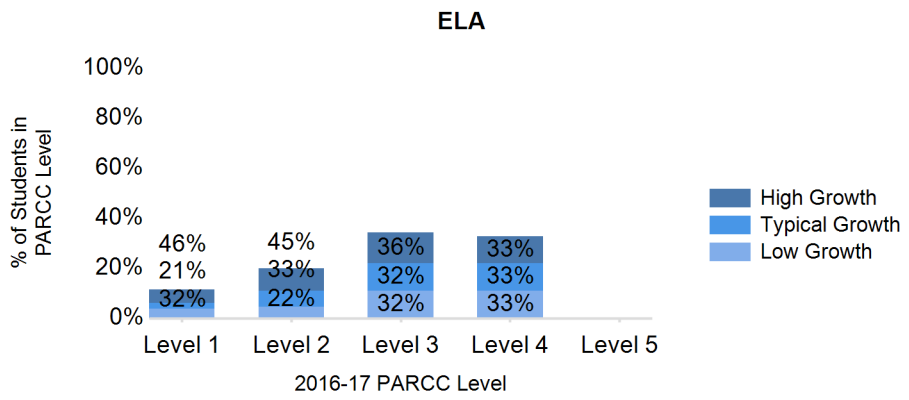
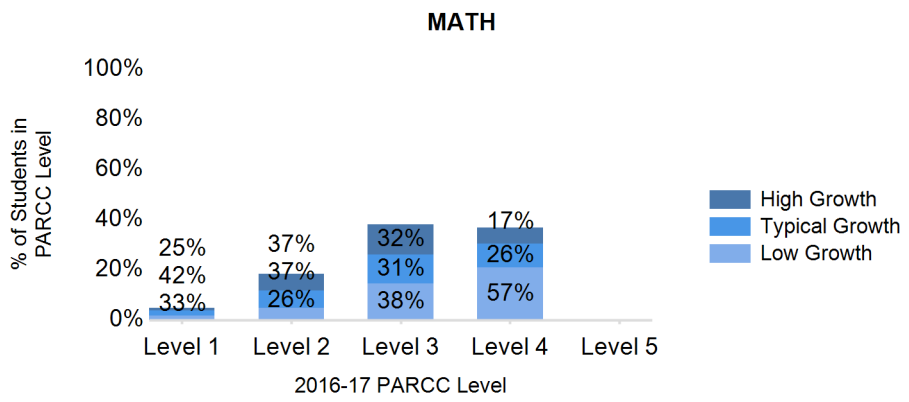
Student Growth by Performance Level

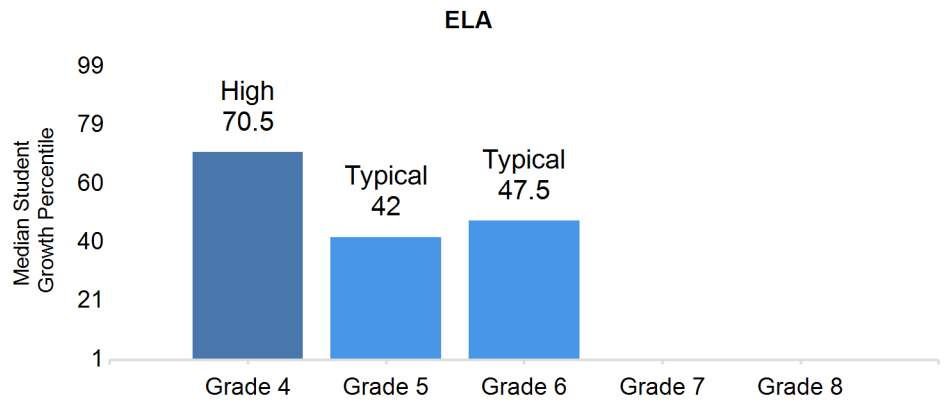
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

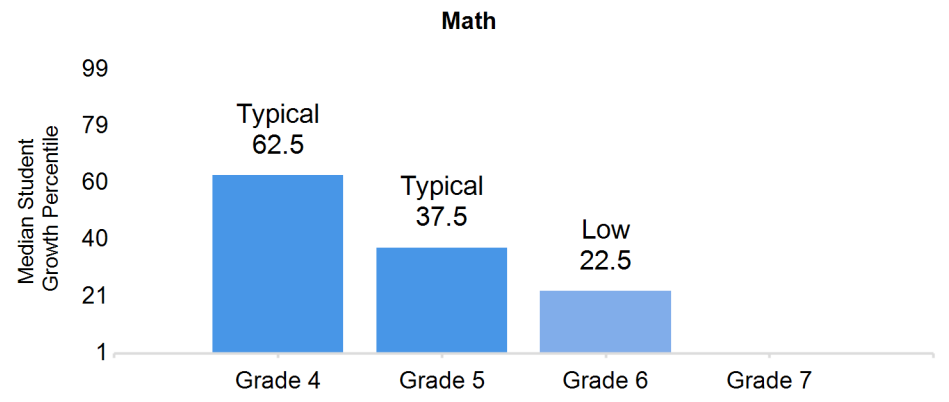




Student Growth by Grade

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	330	100.0	43.3	43.8	56.7	43.3	48.5	Not Met
White	*	*	*	60.7	65.6	*	**	**
Hispanic	317	100.0	43.6	43.2	42.5	43.6	48.4	Not Met
Black or African American	*	*	*	51.0	37.3	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	N	52.7	N	**	**
Two or More Races	*	*	*	*	63.4	*	**	**
Female	147	100.0	40.8	50.8	64.5	40.8		
Male	183	100.0	45.3	37.3	49.4	45.3		
Economically Disadvantaged Students	301	100.0	41.9	43.1	38.5	41.9	48.5	Not Met
Non-Economically Disadvantaged Students	29	100.0	58.6	48.3	67.5	58.6		
Students with Disabilities	68	100.0	14.7	*	21.6	14.7	15.5	Met Target†
Students without Disabilities	262	100.0	50.8	*	63.9	50.8		
English Learners	54	100.0	27.8	*	27.3	27.8	23.5	Met Target
Non-English Learners	276	100.0	46.4	*	59.4	46.4		
Homeless Students	N	N	N	*	27.7	N		
Students In Foster Care	N	N	N	N	26.3	N		
Military-Connected Students	N	N	N	*	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

† Target was met within a confidence interval.

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	740	739	750	*	*	34%	41%	0%	41%	52%
White	*	*	751	759	*	*	*	*	*	*	61%
Hispanic	69	740	738	736	*	*	32%	42%	0%	42%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	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	N	758	N	N	N	N	N	N	58%
Female	39	742	743	756	*	*	*	38%	0%	38%	57%
Male	32	737	735	744	*	*	*	44%	0%	44%	46%
Economically Disadvantaged Students	*	*	737	733	*	*	*	*	*	*	34%
Non-Economically Disadvantaged Students	*	*	753	762	*	*	*	*	*	*	64%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	699	712	*	*	*	*	*	*	15%
Non-English Learners	*	*	742	753	*	*	*	*	*	*	55%
Homeless Students	N	N	N	720	N	N	N	N	N	N	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	*	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	82	753	748	756	*	12%	20%	*	*	61%	58%
White	*	*	764	764	*	*	*	*	*	*	68%
Hispanic	78	751	*	744	*	13%	21%	*	*	59%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	782	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	763	N	N	N	N	N	N	63%
Female	38	754	753	762	*	*	*	*	*	58%	63%
Male	44	753	742	751	*	*	*	*	*	64%	53%
Economically Disadvantaged Students	70	753	*	740	*	14%	*	*	*	60%	40%
Non-Economically Disadvantaged Students	12	753	*	767	*	0%	*	*	*	67%	70%
Students with Disabilities	12	710	716	726	*	*	*	*	*	*	25%
Students without Disabilities	70	760	753	762	*	*	*	*	*	*	64%
English Learners	*	*	724	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	750	759	*	*	*	*	*	*	61%
Homeless Students	N	N	N	729	N	N	N	N	N	N	28%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	57%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	738	745	755	9%	25%	33%	*	*	33%	58%
White	*	*	763	763	*	*	*	*	*	*	68%
Hispanic	102	738	744	743	10%	25%	31%	*	*	33%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	752	N	N	N	N	N	N	53%
Two or More Races	*	*	*	763	*	*	*	*	*	*	65%
Female	45	742	751	762	*	*	*	*	*	33%	66%
Male	62	735	739	749	*	*	*	*	*	32%	51%
Economically Disadvantaged Students	*	*	744	739	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	753	766	*	*	*	*	*	*	71%
Students with Disabilities	22	715	721	724	*	*	*	*	*	*	22%
Students without Disabilities	85	744	750	762	*	*	*	*	*	*	65%
English Learners	*	*	712	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	748	757	*	*	*	*	*	*	60%
Homeless Students	N	N	*	731	N	N	N	N	N	N	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	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	72	745	746	754	*	*	35%	*	*	43%	56%
White	*	*	754	761	*	*	*	*	*	*	66%
Hispanic	*	*	746	742	*	*	*	*	*	*	42%
Black or African American	N	N	*	737	N	N	N	N	N	N	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	25	741	751	761	*	*	40%	*	*	40%	64%
Male	47	747	741	748	*	*	32%	*	*	45%	48%
Economically Disadvantaged Students	*	*	745	739	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	749	764	*	*	*	*	*	*	68%
Students with Disabilities	18	732	*	723	*	*	*	*	*	22%	18%
Students without Disabilities	54	749	*	760	*	*	*	*	*	50%	63%
English Learners	*	*	704	712	*	*	*	*	*	*	*
Non-English Learners	*	*	750	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	26%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	26%
Military-Connected Students	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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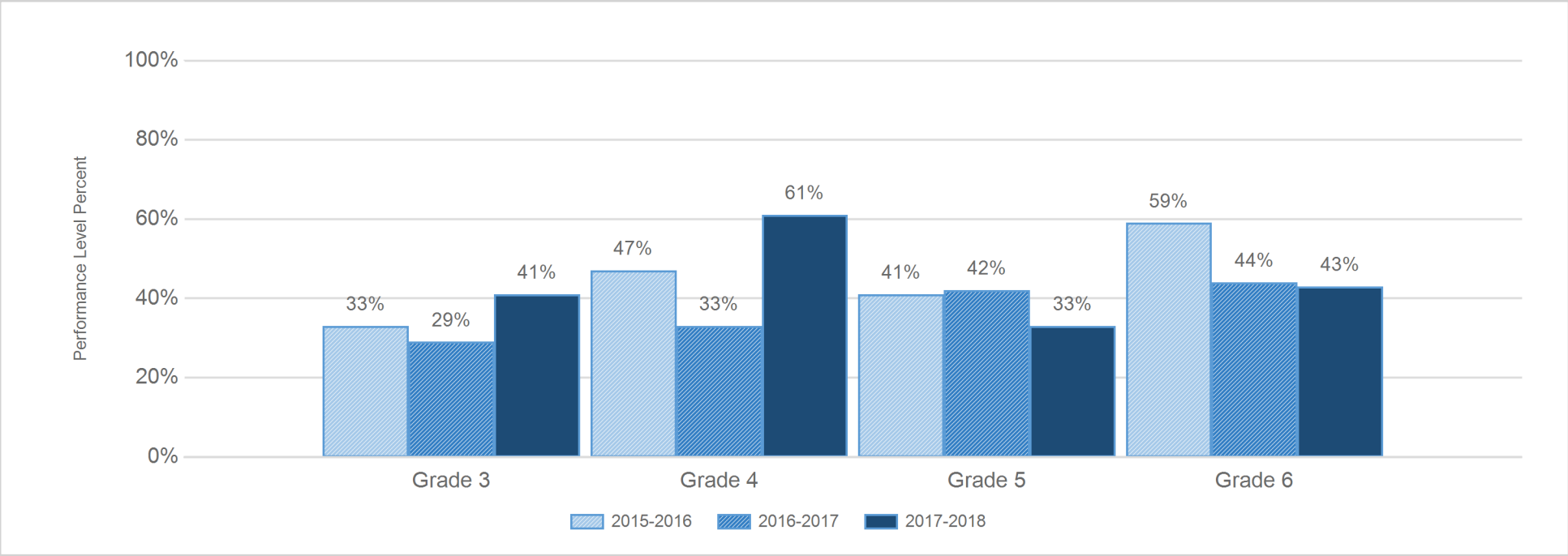
English Language Arts/Literacy Assessment - Performance Trends

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	331	100.0	34.7	29.9	45.0	34.7	49.8	Not Met
White	*	*	*	34.7	54.1	*	**	**
Hispanic	318	100.0	34.3	29.4	29.2	34.3	48.7	Not Met
Black or African American	*	*	*	29.4	23.4	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	77.0	*	**	**
American Indian or Alaska Native	N	N	N	N	42.5	N	**	**
Two or More Races	*	*	*	*	53.0	*	**	**
Female	148	100.0	29.1	29.8	46.0	29.1		
Male	183	100.0	39.4	30.0	43.9	39.4		
Economically Disadvantaged Students	302	100.0	33.4	29.6	26.6	33.4	49.8	Not Met
Non-Economically Disadvantaged Students	29	100.0	48.2	31.5	55.9	48.2		
Students with Disabilities	68	100.0	16.2	*	17.1	16.2	28.6	Not Met
Students without Disabilities	263	100.0	39.5	*	50.5	39.5		
English Learners	55	100.0	27.2	*	24.6	27.2	35.9	Met Target†
Non-English Learners	276	100.0	36.3	*	46.9	36.3		
Homeless Students	N	N	N	*	17.3	N		
Students In Foster Care	N	N	N	N	16.2	N		
Military-Connected Students	N	N	N	*	45.8	N		
Migrant Students	N	N	N	*	23.7	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

ROBERT MENENDEZ ELEMENTARY SCHOOL
(17-5670-070)
Grades Offered: KG-06
2017-2018

Report Key:
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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	72	743	746	752	*	21%	42%	*	*	36%	53%
White	*	*	756	760	*	*	*	*	*	*	64%
Hispanic	70	744	745	739	*	21%	40%	*	*	37%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	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	N	757	N	N	N	N	N	N	59%
Female	40	744	744	752	*	*	40%	*	*	38%	53%
Male	32	743	747	751	*	*	44%	*	*	34%	53%
Economically Disadvantaged Students	*	*	745	736	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	*	752	762	*	*	*	*	*	*	66%
Students with Disabilities	*	*	*	730	*	*	*	*	*	*	29%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	57%
English Learners	*	*	728	726	*	*	*	*	*	*	23%
Non-English Learners	*	*	748	754	*	*	*	*	*	*	56%
Homeless Students	N	N	N	723	N	N	N	N	N	N	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	*	737	N	N	N	N	N	N	46%

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(17-5670-070)
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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	82	745	740	748	*	20%	39%	*	*	40%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	78	744	*	737	*	21%	38%	*	*	40%	34%
Black or African American	*	*	*	730	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	774	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	748	N	N	N	N	N	N	46%
Two or More Races	N	N	N	752	N	N	N	N	N	N	55%
Female	38	744	741	748	*	*	*	*	*	32%	50%
Male	44	746	739	748	*	*	*	*	*	48%	49%
Economically Disadvantaged Students	70	745	*	733	*	*	*	*	*	40%	30%
Non-Economically Disadvantaged Students	12	747	*	758	*	*	*	*	*	42%	62%
Students with Disabilities	12	716	717	725	*	*	*	*	*	*	22%
Students without Disabilities	70	750	744	753	*	*	*	*	*	*	55%
English Learners	*	*	723	722	*	*	*	*	*	*	16%
Non-English Learners	*	*	742	750	*	*	*	*	*	*	52%
Homeless Students	N	N	N	722	N	N	N	N	N	N	18%
Students in Foster Care	N	N	N	723	N	N	N	N	N	N	16%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	49%
Migrant Students	N	N	N	731	N	N	N	N	N	N	32%

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(17-5670-070)
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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	108	737	736	748	*	*	42%	30%	0%	30%	49%
White	*	*	733	756	*	*	*	*	*	*	60%
Hispanic	103	735	735	736	*	*	43%	27%	0%	27%	32%
Black or African American	*	*	*	730	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	745	N	N	N	N	N	N	42%
Two or More Races	*	*	*	754	*	*	*	*	*	*	55%
Female	46	735	737	749	*	*	50%	24%	0%	24%	50%
Male	62	738	735	747	*	*	35%	34%	0%	34%	48%
Economically Disadvantaged Students	*	*	735	733	*	*	*	*	*	*	29%
Non-Economically Disadvantaged Students	*	*	739	758	*	*	*	*	*	*	62%
Students with Disabilities	22	722	721	726	*	*	*	*	*	*	20%
Students without Disabilities	86	740	739	752	*	*	*	*	*	*	55%
English Learners	*	*	725	718	*	*	*	*	*	*	13%
Non-English Learners	*	*	737	750	*	*	*	*	*	*	51%
Homeless Students	N	N	*	722	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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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	72	736	736	744	*	18%	39%	*	*	32%	44%
White	*	*	736	751	*	*	*	*	*	*	54%
Hispanic	*	*	736	731	*	*	*	*	*	*	27%
Black or African American	N	N	*	726	N	N	N	N	N	N	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	*	749	N	N	N	N	N	N	52%
Female	25	727	736	745	*	*	44%	*	*	20%	45%
Male	47	741	736	742	*	*	36%	*	*	38%	42%
Economically Disadvantaged Students	*	*	736	729	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	737	753	*	*	*	*	*	*	56%
Students with Disabilities	18	722	*	717	*	*	*	*	*	17%	13%
Students without Disabilities	54	741	*	748	*	*	*	*	*	37%	49%
English Learners	*	*	713	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	739	745	*	*	*	*	*	*	45%
Homeless Students	N	N	N	718	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	*	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

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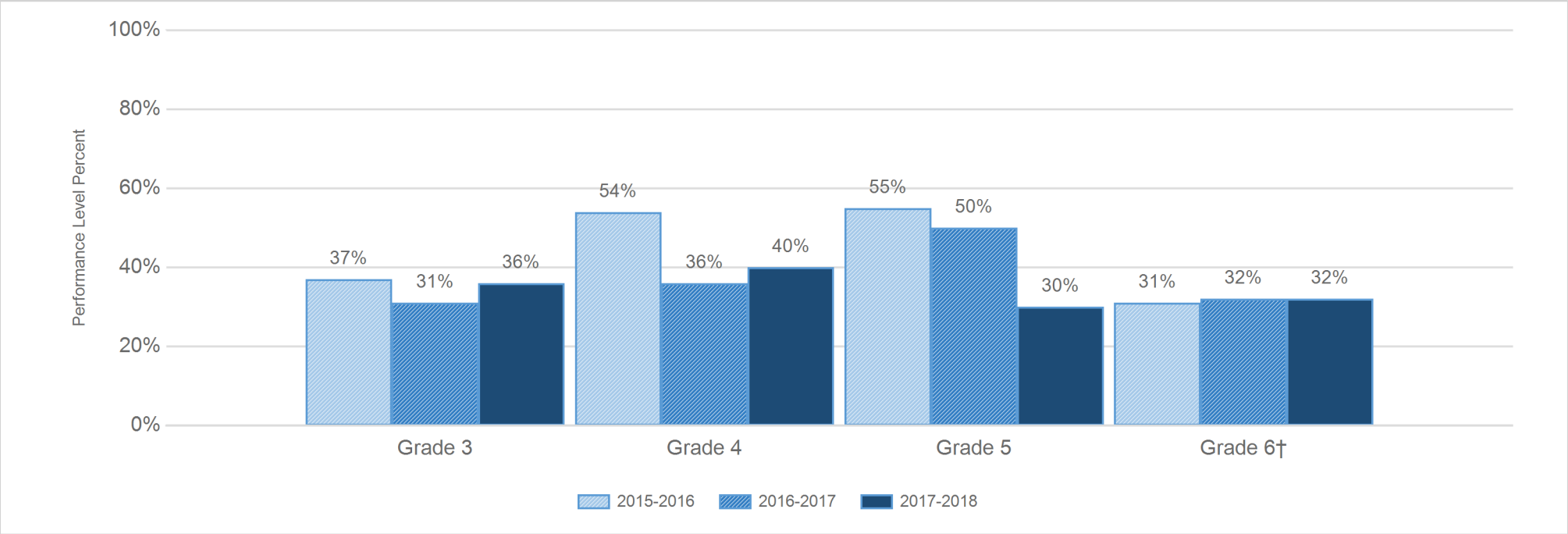
Mathematics Assessment – Performance Trends

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	*	*

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	41.2%	**	**

† 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	20	*	*
3-4	18	*	*
5 or more	*	*	*

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

NJASK Science Assessment Information

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

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

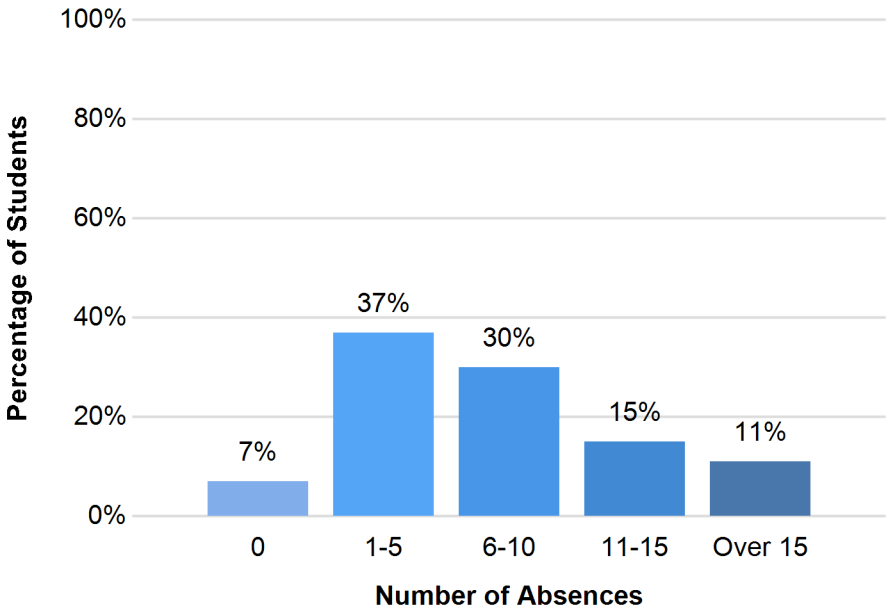
Chronic Absenteeism

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

Student Group	Number of students chronically absent	Percent of students chronically absent	State Average	Met State Average
Schoolwide	41	7.1	8.9	Met
White	3	18.8	**	**
Hispanic	38	7.0	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	38	7.3	8.9	Met
Students with Disabilities	18	17.5	8.9	Not Met
English Learners	6	14.3	8.9	Not Met

Days Absent

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



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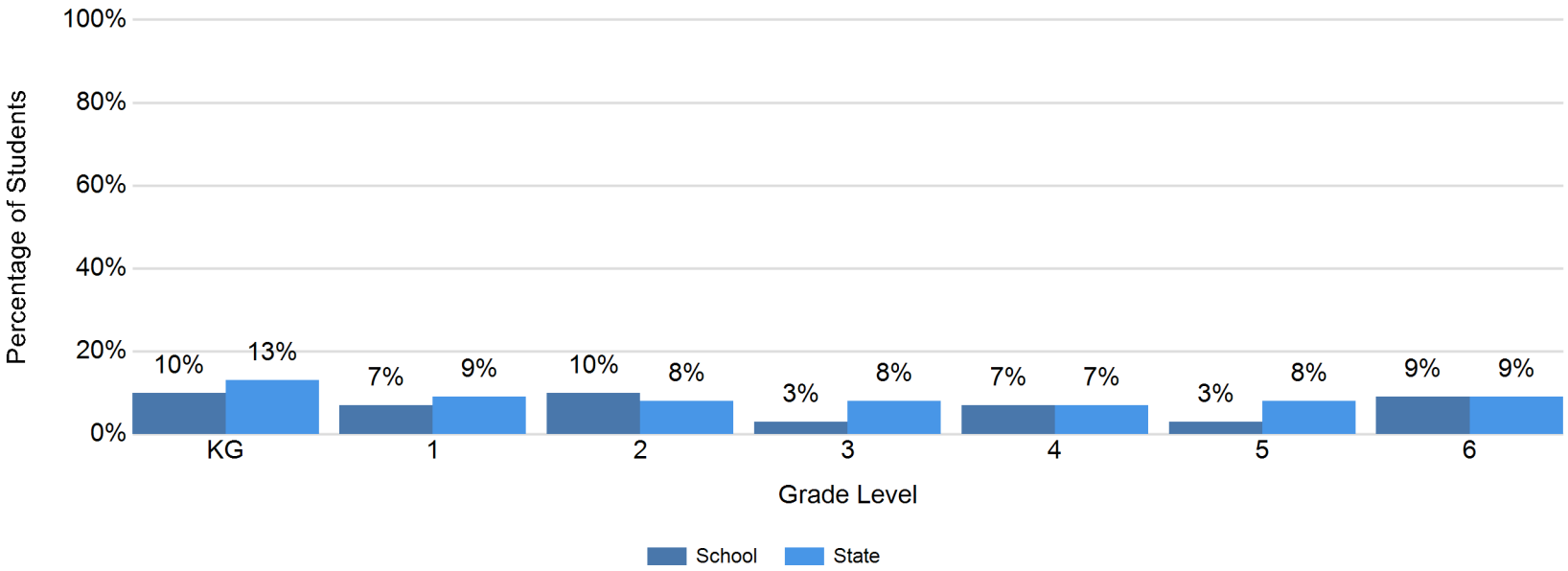
Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.05

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	1	0	1
Other	7	1	8
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	*	*
Out-of-School Suspensions	15	2.6%
Any Suspension	15	2.6%
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
65

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 45 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	1:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$798	$12,986	$13,784

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2017-2018

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about experience for teachers assigned to this school and across the state.

Category	Teachers in School	Teachers in State
Total Number of teachers	45	117,464
Average years experience in public schools	13.6	12.0
Average years experience in district	13.3	10.7
Teachers in district for 4 or more years	91.1%	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	41	9,374
Average years experience in public schools	23.3	16.0
Average years experience in district	22.8	12.0
Administrators in district for 4 or more years	97.6%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	287:1	201:1
Teachers to Administrators	23:1	14:1
Students to Librarians/Media Specialists		1179:1
Students to Nurses		750:1
Students to Counselors		1032:1
Students to Child Study Team		229:1

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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.

Bachelor's Degree

Master's Degree

Doctoral Degree

Teacher	0%
Admin	0%

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

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

Job Type	District	State
2016-17 Teachers: Same district 2017-18	93.5%	90.2%
2016-17 Administrators: Same district 2017-18	93.0%	86.2%

Faculty Attendance

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

School Year	% Days Present
2017-18	96.4%

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Teachers: All classroom teachers
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Teachers and Administrators – Demographics

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

Category	Teachers	Administrators
Female	82.2%	50.0%
Male	17.8%	50.0%
White	51.1%	100.0%
Hispanic	48.9%	0.0%
Black or African American	0.0%	0.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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

Comprehensive Status

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

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

Targeted Status

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

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

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

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

Accountability Indicator	Score	Weight
English Language Arts Proficiency	27.31	17.5%
Mathematics Proficiency	32.17	17.5%
English Language Arts Growth	66.23	25.0%
Mathematics Growth	20.83	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	45.20	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	38.96	n/a
Summative Rating: Percentile Rank of Summative Score	31.58	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	Not Met	Not Met	Met Standard	Met Standard	**	Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	49.54	14.08	No	Not Met	Not Met	Met Standard	Met 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	58.53	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	43.22	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	53.89	14.08	No	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• A 4th and 5th grade STEAM Science and Robot Fair was held and in addition students wrote a booklet describing their projects. • Through Project Based Learning and the integration of technology in the curriculum as well as the use of social media, our school became a Bronze Level Future Ready School. • In keeping with STEAM, 4th, 5th and 6th grade Drama Club students presented an outstanding rendition of the musical, "ANNIE."
Mission, Vision, Theme:	Public School Number 3 provided various educational and innovative programs and services throughout the 2017-2018 school year. Overall, our school community benefited from the programs and services that were implemented. Public School Number 3 offered an Extended Day Program for students in grades 3-6. The main objective of this program was to provide students with additional assistance to improve their language arts and mathematics skills. Computer coding class was once again offered as an after school class for fourth graders. An after school CSI Science Forensics class was made available to fifth grade students. Our school also provided students with an in-school social worker who was available to speak to the students and provide guidance as well as strategies and assistance when dealing with a challenging situation. Through the implementation of technology in conjunction with the arts, we are creating well rounded individuals prepared to face 21st century challenges.
Awards, Recognition, Accomplishments:	PEER group is a program geared for the school's upperclassmen, the 5th and 6th graders. The main objective of the program is to introduce students to effective leadership skills as well as to problem solve conflicts through verbal communication. Just one example of a PEER activity was the thoughtful placement of sticky notes throughout the school building that included an encouraging or positive phrase or saying. Our school is also a Bronze Level Future Ready School. Our school is also a proud member of a High Performing School District.

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Courses, Curriculum, Instruction:	An exciting Computer Coding class was continued and once again offered to fourth grade students. This program offered these students the opportunity to partake in a brand new initiative that introduced students to some of the latest technology. In an effort to provide additional technology and educational programs, a brand new CSI Science Forensics class was made available to fifth grade students.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls) Boys' and girls' basketball and volleyball were offered to students in grades 4, 5 and 6.
Clubs and Activities:	PS 3 had a chorus and band which performed throughout the year. Students assembled for a Winter Show and again for a Spring Concert.

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Before and After School Programs:	An ELA class was offered to select students after school three times per week in grades 3 through 6. Math class was also offered after school to select students as well.
Staff and Professional Learning:	Staff participated in grade level meetings to discuss various topics of best practices. Teachers also participated in Professional Learning Seminar meetings once per month in which pertinent information was shared and reviewed.

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Student Supports and Services:	Bilingual classes were offered to kindergarten and 1st grade students. Speech services as well as special education services were offered to those students that qualified. 504 plans were also made available to those students who were eligible. The I &RS Committee was also implemented to assist teachers with students that required additional resources.
Student Health and Wellness:	Breakfast was served daily in the classroom to all students. Healthy snacks of fruits and vegetables were also available to students three afternoons each week.
Parent and Community Involvement:	School 3 had a PTO that sponsored such activities such as Book Fairs and plant sales for holidays such as Mother's Day. A student Fashion Show to benefit Mutiple Sclerosis was held.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers Surveys were used to determine how skilled and comfortable staff were with the use of various forms of technology. Surveys were also used to determine areas of Professional Development staff would like made available at future PLS sessions.
Facilities:	PS 3 is a relatively new school building, having only been opened in 2012. Central air and heat are provided throughout the building. An elevator is also available for those that are unable to use stairs.
School Safety:	A West New York Police Officer is assigned to the school each day. Visitors must present identification and travel no further than the first floor for teacher conferences.

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Technology and STEM:	STEAM has been incorporated in all classes and grade levels. Project Based Learning helps to foster learning through STEAM.

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Other Information:	The student school day consists of eight periods which include lunch and a special such as, art, physical education, computers, world language, music or library. Primary grades have a 90 minute uninterrupted literacy block and all grades have a double session of math as well. All children are required to report to school each day in uniform; school shirt and black or khaki pants. Staff is briefed at each PLS meeting of security and safety measures. Each classroom is equipped with a projector and Promethean Board, while the cafeteria and auditorium have a projector and screen for presentations. Parents are provided with letters and ConnectEd phone calls to remind them of important upcoming events such as Back To School Night, Open House and One-Session Days.