NJ SCHOOL PERFORMANCE REPORT

PUBLIC SCHOOL NUMBER TWO
(17-5670-065)
Grades Offered: KG-06
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	HUDSON
District	WEST NEW YORK TOWN
Principal Name	ALEXANDER CALDERONE
Address	5200 BROADWAY WEST NEW YORK, NJ 07093-2638
Phone Number	(201)553-4040
Email Address	ACALDERONE@WNYSCHOOLS.NET
Website	http://www.wnyschools.net/district/ps2/
Facebook	https://www.facebook.com/WNYPS2/
Twitter	https://twitter.com/wnyps2

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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	108	111	100
1	97	110	108
2	97	89	94
3	107	93	93
4	101	128	98
5	96	106	107
6	95	92	97
Total	701	730	697

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	45.5%	46.3%	44.9%
Male	54.5%	53.7%	55.1%
Economically Disadvantaged Students	82.2%	80.8%	84.2%
Students with Disabilities	14.1%	16.6%	17.4%
English Learners	3.4%	1.8%	3.3%
Homeless Students		0.0%	0.3%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	11.1%	10.4%	4.7%
Hispanic	85.3%	85.3%	92.3%
Black or African American	2.3%	2.3%	1.0%
Asian	1.0%	1.8%	1.7%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.3%

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	108	111	100

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	61.3%
English	36.7%
Other Languages	2.0%

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	54	51	50	Met Standard	48	45	50	Met Standard
White	55	54	50	**	60	52	51	**
Hispanic	54	50	49	Met Standard	47	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	52.5	50	48	Met Standard	50.5	46	47	Met Standard
Students with Disabilities	44	41.5	41	Met Standard	37	32	43	Not Met
English Learners	77	59	54	Exceeds Standard	76.5	51.5	51	Exceeds Standard

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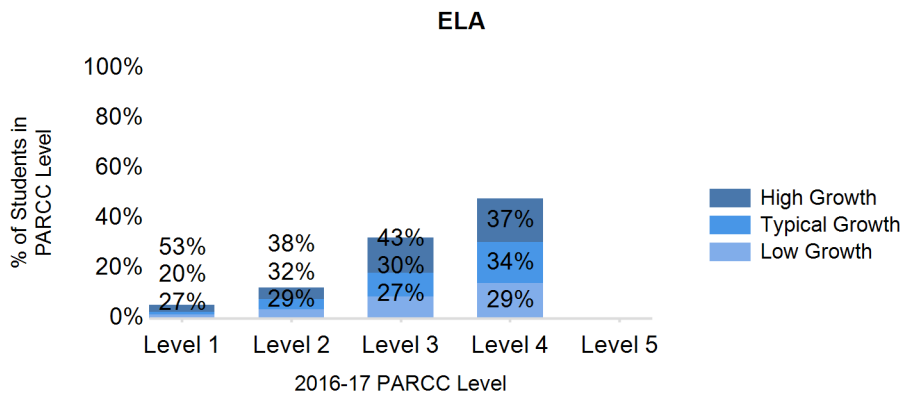
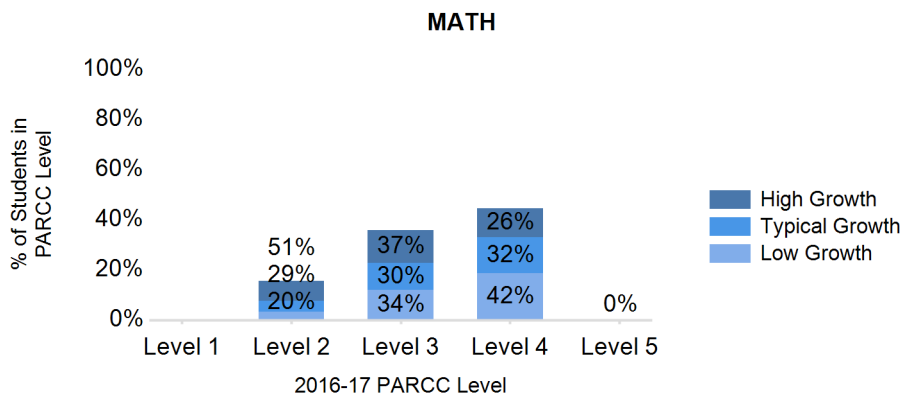
Student Growth by Performance Level

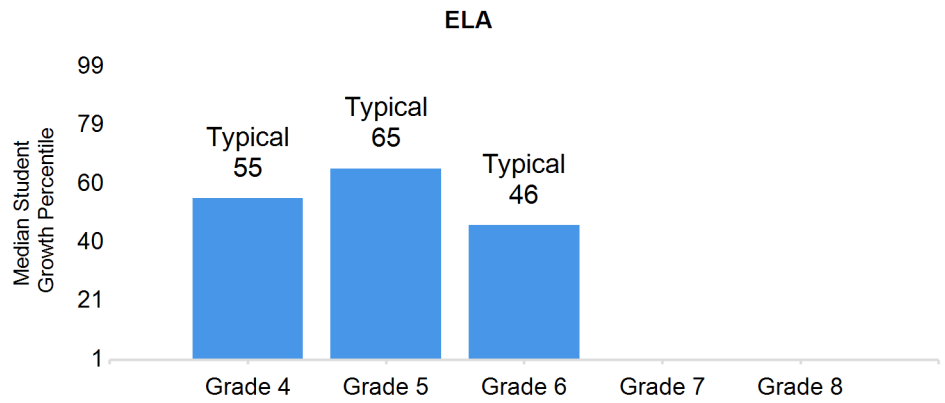
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

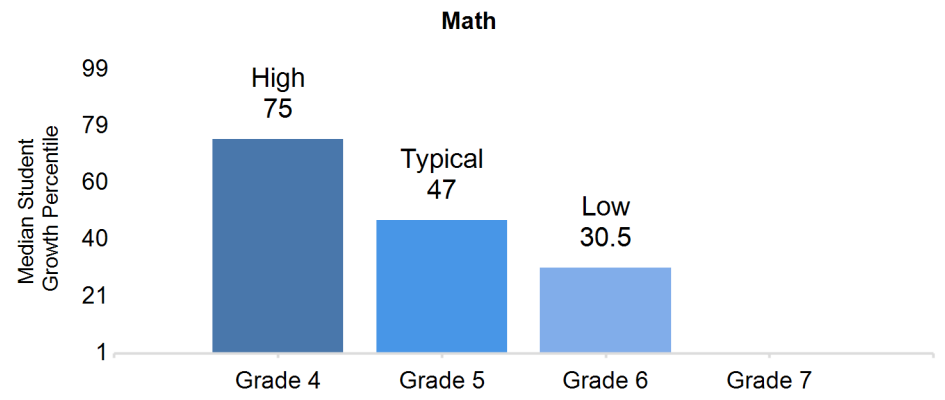




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	425	100.0	49.0	43.8	56.7	49.0	53.1	Not Met
White	16	100.0	75.1	60.7	65.6	75.1	**	**
Hispanic	397	100.0	47.4	43.2	42.5	47.4	51.6	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	N	N	N	*	63.4	N	**	**
Female	189	100.0	55.6	50.8	64.5	55.6		
Male	236	100.0	43.6	37.3	49.4	43.6		
Economically Disadvantaged Students	365	100.0	44.6	43.1	38.5	44.6	51.3	Not Met
Non-Economically Disadvantaged Students	60	100.0	75.0	48.3	67.5	75.0		
Students with Disabilities	80	100.0	18.8	*	21.6	18.8	22.1	Met Target†
Students without Disabilities	345	100.0	55.9	*	63.9	55.9		
English Learners	67	100.0	28.4	*	27.3	28.4	27.1	Met Target
Non-English Learners	358	100.0	52.7	*	59.4	52.7		
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	106	736	739	750	16%	19%	25%	*	*	40%	52%
White	*	*	751	759	*	*	*	*	*	*	61%
Hispanic	97	734	738	736	16%	20%	27%	*	*	37%	38%
Black or African American	*	*	*	733	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	77%
American Indian or Alaska Native	N	N	N	743	N	N	N	N	N	N	46%
Two or More Races	N	N	N	758	N	N	N	N	N	N	58%
Female	50	738	743	756	*	*	22%	*	*	44%	57%
Male	56	735	735	744	*	*	29%	*	*	36%	46%
Economically Disadvantaged Students	96	733	737	733	18%	*	*	*	*	35%	34%
Non-Economically Disadvantaged Students	10	769	753	762	0%	*	*	*	*	80%	64%
Students with Disabilities	13	711	*	719	*	*	*	*	*	*	24%
Students without Disabilities	93	740	*	756	*	*	*	*	*	*	57%
English Learners	10	694	699	712	*	*	*	*	*	*	15%
Non-English Learners	96	741	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	96	749	748	756	*	*	40%	*	*	46%	58%
White	*	*	764	764	*	*	*	*	*	*	68%
Hispanic	88	748	*	744	*	*	43%	*	*	43%	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	36	762	753	762	*	*	28%	*	*	69%	63%
Male	60	741	742	751	*	*	47%	*	*	32%	53%
Economically Disadvantaged Students	84	747	*	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	12	764	*	767	*	*	*	*	*	75%	70%
Students with Disabilities	13	720	716	726	*	*	*	*	*	*	25%
Students without Disabilities	83	753	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	102	756	745	755	*	10%	25%	*	*	62%	58%
White	*	*	763	763	*	*	*	*	*	*	68%
Hispanic	96	756	744	743	*	*	27%	*	*	61%	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	N	N	*	763	N	N	N	N	N	N	65%
Female	44	762	751	762	*	*	23%	*	*	66%	66%
Male	58	752	739	749	*	*	28%	*	*	59%	51%
Economically Disadvantaged Students	82	753	744	739	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	20	769	753	766	*	*	*	*	*	85%	71%
Students with Disabilities	18	733	721	724	*	*	*	*	*	17%	22%
Students without Disabilities	84	761	750	762	*	*	*	*	*	71%	65%
English Learners	*	*	712	712	*	*	*	*	*	*	11%
Non-English Learners	*	*	748	757	*	*	*	*	*	*	60%
Homeless Students	*	*	*	731	*	*	*	*	*	*	30%
Students in Foster Care	N	N	N	728	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	59%
Migrant Students	N	N	N	732	N	N	N	N	N	N	33%

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English Language Arts/Literacy Assessment - Performance 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	113	746	746	754	*	14%	28%	*	*	50%	56%
White	*	*	754	761	*	*	*	*	*	*	66%
Hispanic	108	746	746	742	*	15%	29%	*	*	48%	42%
Black or African American	*	*	*	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	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	56	750	751	761	*	*	30%	*	*	52%	64%
Male	57	743	741	748	*	*	26%	*	*	47%	48%
Economically Disadvantaged Students	96	744	745	739	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	17	760	749	764	*	*	*	*	*	71%	68%
Students with Disabilities	26	725	*	723	*	*	*	*	*	19%	18%
Students without Disabilities	87	753	*	760	*	*	*	*	*	59%	63%
English Learners	10	704	704	712	*	*	*	*	*	*	*
Non-English Learners	103	751	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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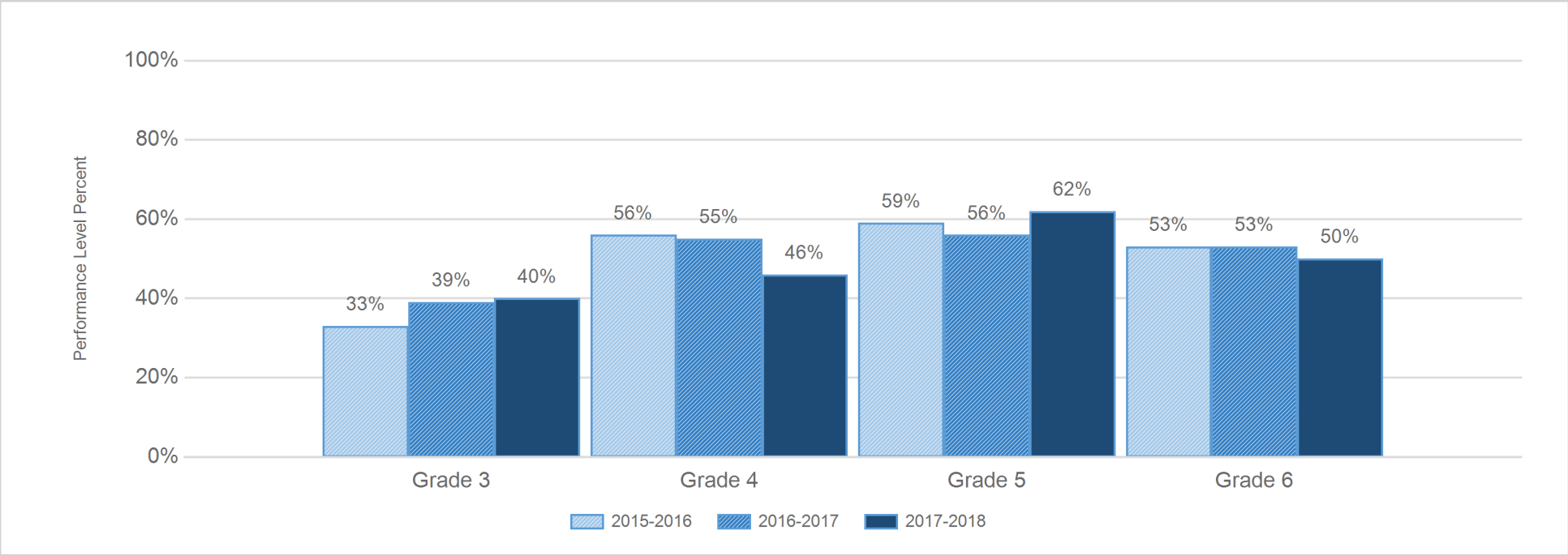
English Language Arts/Literacy Assessment - Performance Trends

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	432	100.0	36.1	29.9	45.0	36.1	52.6	Not Met
White	17	100.0	47.1	34.7	54.1	47.1	**	**
Hispanic	403	100.0	35.2	29.4	29.2	35.2	51.3	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	N	N	N	*	53.0	N	**	**
Female	193	100.0	36.8	29.8	46.0	36.8		
Male	239	100.0	35.6	30.0	43.9	35.6		
Economically Disadvantaged Students	371	100.0	34.8	29.6	26.6	34.8	52.6	Not Met
Non-Economically Disadvantaged Students	61	100.0	44.3	31.5	55.9	44.3		
Students with Disabilities	80	100.0	15.0	*	17.1	15.0	39.8	Not Met
Students without Disabilities	352	100.0	40.9	*	50.5	40.9		
English Learners	74	100.0	28.4	*	24.6	28.4	40.8	Not Met
Non-English Learners	358	100.0	37.7	*	46.9	37.7		
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

PUBLIC SCHOOL NUMBER TWO
(17-5670-065)
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	107	742	746	752	*	19%	41%	*	*	36%	53%
White	*	*	756	760	*	*	*	*	*	*	64%
Hispanic	97	740	745	739	*	18%	43%	*	*	34%	38%
Black or African American	*	*	*	734	*	*	*	*	*	*	32%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	49%
Two or More Races	N	N	N	757	N	N	N	N	N	N	59%
Female	51	736	744	752	*	*	43%	*	*	27%	53%
Male	56	747	747	751	*	*	39%	*	*	43%	53%
Economically Disadvantaged Students	96	740	745	736	*	*	*	*	*	33%	35%
Non-Economically Disadvantaged Students	11	758	752	762	*	*	*	*	*	55%	66%
Students with Disabilities	13	729	*	730	*	*	*	*	*	23%	29%
Students without Disabilities	94	744	*	756	*	*	*	*	*	37%	57%
English Learners	10	722	728	726	*	*	*	*	*	*	23%
Non-English Learners	97	744	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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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	98	749	740	748	*	*	37%	48%	0%	48%	49%
White	*	*	749	755	*	*	*	*	*	*	60%
Hispanic	89	749	*	737	0%	15%	37%	48%	0%	48%	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	37	755	741	748	*	*	*	65%	0%	65%	50%
Male	61	746	739	748	*	*	*	38%	0%	38%	49%
Economically Disadvantaged Students	85	749	*	733	*	*	*	*	*	47%	30%
Non-Economically Disadvantaged Students	13	749	*	758	*	*	*	*	*	54%	62%
Students with Disabilities	13	727	717	725	*	*	*	*	*	15%	22%
Students without Disabilities	85	753	744	753	*	*	*	*	*	53%	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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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	104	743	736	748	*	18%	47%	*	*	34%	49%
White	*	*	733	756	*	*	*	*	*	*	60%
Hispanic	98	743	735	736	*	18%	47%	*	*	34%	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	N	N	*	754	N	N	N	N	N	N	55%
Female	45	742	737	749	*	*	51%	*	*	31%	50%
Male	59	743	735	747	*	*	44%	*	*	36%	48%
Economically Disadvantaged Students	84	741	735	733	*	*	46%	*	*	32%	29%
Non-Economically Disadvantaged Students	20	749	739	758	*	*	50%	*	*	40%	62%
Students with Disabilities	18	728	721	726	*	*	*	*	*	*	20%
Students without Disabilities	86	746	739	752	*	*	*	*	*	*	55%
English Learners	10	741	725	718	*	*	*	*	*	20%	13%
Non-English Learners	94	743	737	750	*	*	*	*	*	35%	51%
Homeless Students	*	*	*	722	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	20%
Military-Connected Students	N	N	*	749	N	N	N	N	N	N	52%
Migrant Students	N	N	N	728	N	N	N	N	N	N	29%

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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	118	737	736	744	*	*	47%	28%	0%	28%	44%
White	*	*	736	751	*	*	*	*	*	*	54%
Hispanic	111	738	736	731	*	*	50%	27%	0%	27%	27%
Black or African American	*	*	*	726	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	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	58	738	736	745	*	*	47%	31%	0%	31%	45%
Male	60	736	736	742	*	*	48%	25%	0%	25%	42%
Economically Disadvantaged Students	99	737	736	729	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	19	736	737	753	*	*	*	*	*	32%	56%
Students with Disabilities	26	726	*	717	*	*	38%	*	*	15%	13%
Students without Disabilities	92	740	*	748	*	*	50%	*	*	32%	49%
English Learners	15	714	713	713	*	*	*	*	*	*	11%
Non-English Learners	103	740	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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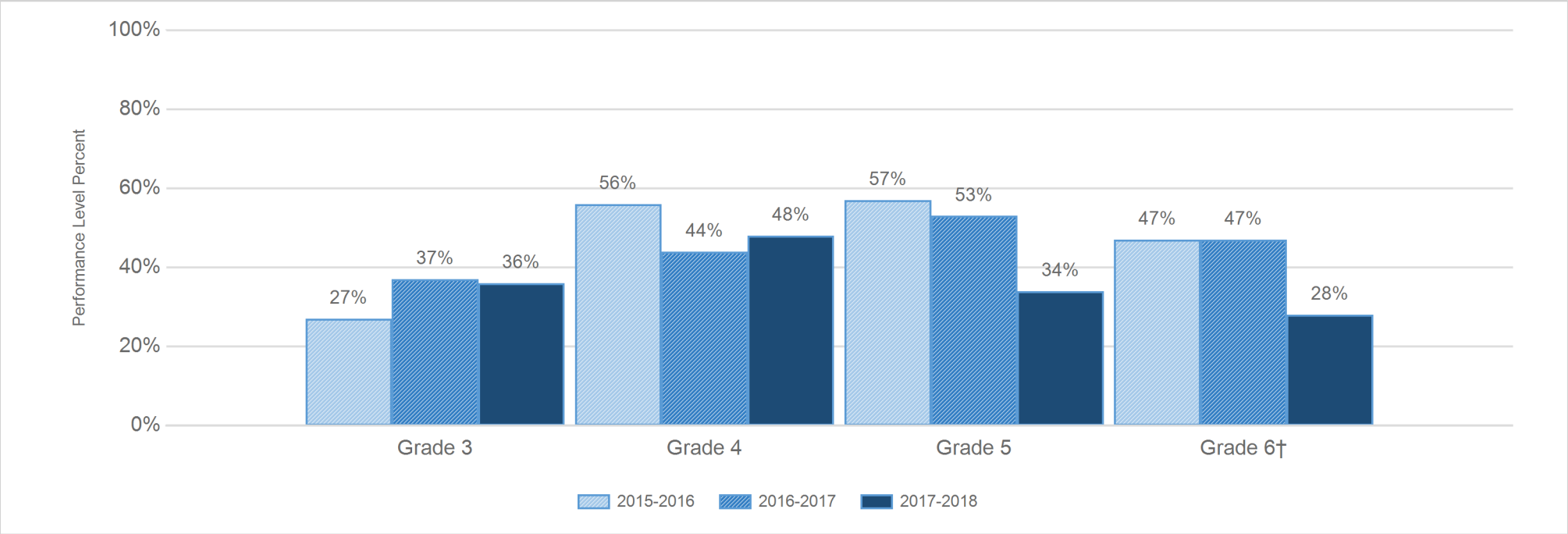
Mathematics Assessment – Performance Trends

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	30.8%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
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.

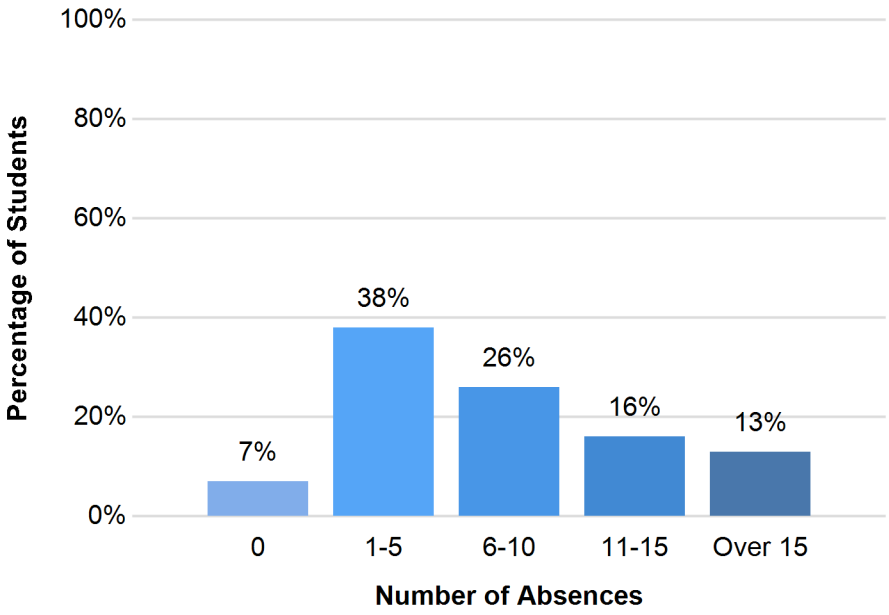
Chronic Absenteeism

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	74	10.6	8.9	Not Met
White	6	18.2	8.9	Not Met
Hispanic	67	10.3	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Economically Disadvantaged Students	60	10.2	8.9	Not Met
Students with Disabilities	22	17.2	8.9	Not Met
English Learners	3	13.0	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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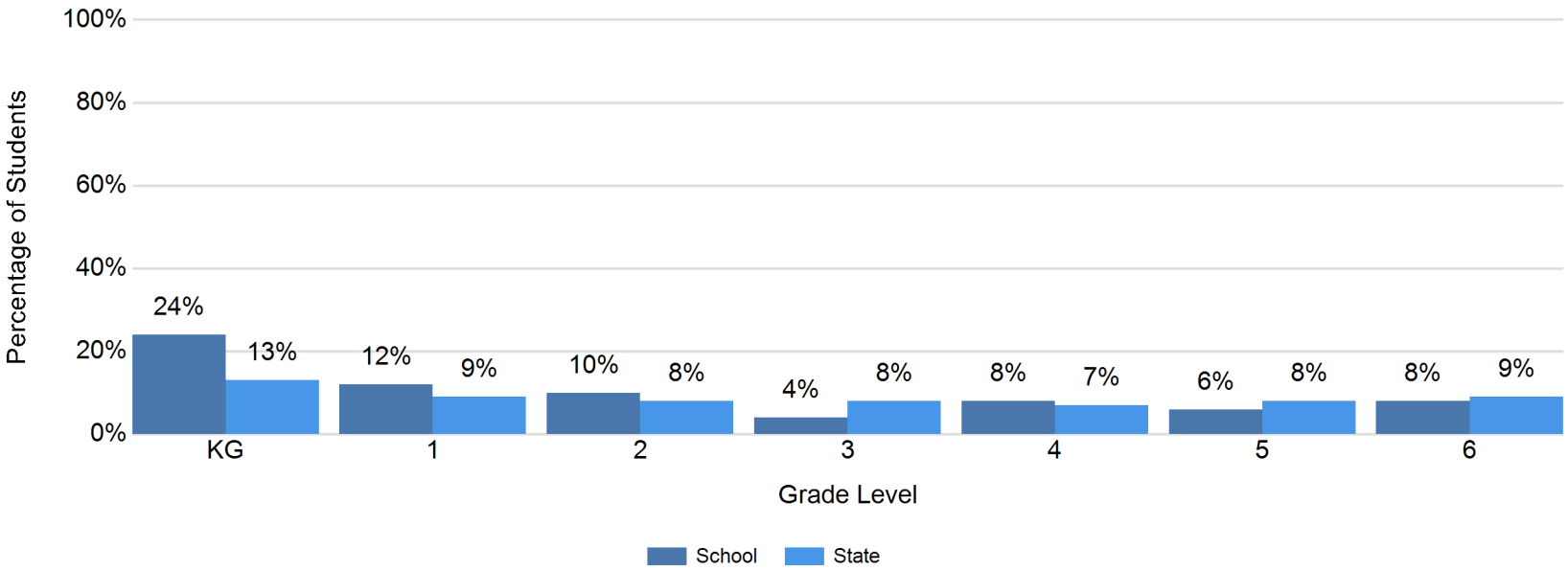
Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.43

Police Notifications

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

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

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	3	5
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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School Day

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

Category	School
Typical Start Time	8:40 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	1.1:1

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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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	44	117,464
Average years experience in public schools	14.6	12.0
Average years experience in district	14.5	10.7
Teachers in district for 4 or more years	90.9%	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	16:1	14:1
Students to Administrators	349:1	201:1
Teachers to Administrators	22:1	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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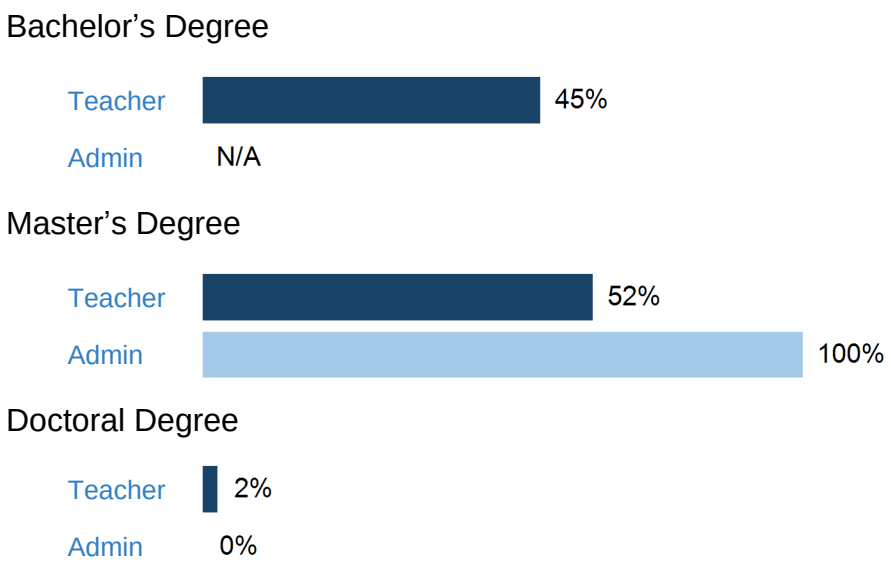
Teachers and Administrators - Level of Education

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.



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	96.6%

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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	88.6%	0.0%
Male	11.4%	100.0%
White	52.3%	50.0%
Hispanic	45.5%	50.0%
Black or African American	0.0%	0.0%
Asian	2.3%	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	36.02	17.5%
Mathematics Proficiency	34.42	17.5%
English Language Arts Growth	71.33	25.0%
Mathematics Growth	51.69	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	21.88	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	46.36	n/a
Summative Rating: Percentile Rank of Summative Score	43.07	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	**	Not Met	No
White	**	**	No	**	**	**	**	n/a	Not Met	No
Hispanic	53.90	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not 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	65.38	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	42.89	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	72.00	14.08	No	Met Target	Not Met	Exceeds Standard	Exceeds Standard	Exceeds 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:	• S.T.E.A.M. Foundations, Extended Day Programs for Math and English Language Arts in Grades 3-6 • Coding Grade 4, C.S.I. Grade 5, Robotics Grade 6, Makerspace, Extended Computer Lab • Gifted and Talented Grades K-6, Boys and Girls Volleyball, Boys and Girls Basketball
Mission, Vision, Theme:	Students, parents, and educators will use communication and information technologies to ensure mastery of 21st century skills, including communication, collaboration, and critical thinking, through a lens which engages all students in a creative and imaginative digital culture.
Awards, Recognition, Accomplishments:	N.J.D.O.E recognized High Performing School District, Future Ready School Bronze Certified

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Courses, Curriculum, Instruction:	An 80-minute literacy allotment used in grades K-6. An 80-minute math allotment used in grades K-6. Kindergarten staff continues to use “TSGold,” an online web-based individual student work sampling program. This was used to assess the development and progress of all students in Kindergarten. STEAM has been incorporated into K-6 curriculum. Project Based Learning (PBL) allows students to engage in real-world challenges. A G&T program in grades K-6 addressed the needs of gifted students.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls) Students in Grades 4, 5, and 6 were given the opportunity to participate in our Intramural Sports Program. Volleyball and Basketball were offered for both boys and girls.
Clubs and Activities:	Aside from the academic experiences that we provide at PS#2, we are also aware that experiences in extra-curricular areas are significant in creating a balanced environment for our students. Peer Leadership, which encourages peer acceptance and promotes diversity and H.O.P.E. were programs which provided support to children who have suffered a loss or experienced a tragedy. A Literacy through Fitness Club encouraged good health and English Language Arts support. Enrichment classes such as: Coding Grade 4, C.S.I. Grade 5, Robotics Grade 6, Makerspace, and Extended Computer Lab enhanced the lessons taught throughout the day.

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Before and After School Programs:	Extended Day Programs for Math and English Language Arts in Grades 3-6 were available for students requiring additional academic support. Students from K-6 had the ability to come in for extra academic assistance or enrichment on Tuesday and Thursday mornings, as invited by the teacher throughout the school year.
Staff and Professional Learning:	Morning CPT meetings were conducted three times per week in the Ed Camp model between grade level and subject level teachers to discuss a variety of topics as determined by the teachers themselves. Monthly Professional Learning Seminars (PLS) were held and offered an array of educational topics. Two annual Professional Development Days were provided throughout the district for all teachers. “Safe Schools” video trainings with post assessments were provided on-line to cover a number of topics.
Postsecondary Information:	N/A

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Student Supports and Services:	Intervention and Referral Services (I&RS) assisted teachers in individualizing classroom instruction to meet the needs of students. Resource teachers provided in class support and replacement services to special needs students in grades K-6. LEP services provided support for English Language Learners. Speech Specialists provided support services to students K-6.
Student Health and Wellness:	An Anti-bullying Task Force/Climate Committee supported school safety issues. School Wellness was recognized as a priority problem for our student population. A Wellness Committee continued activities to address this issue. A healthy breakfast and lunch was available to all students daily. All students were provided with P.E. weekly.
Parent and Community Involvement:	Parents had access to the Parent Portal through Power School as a means to monitor their child's grades throughout the year via an internet connection. Monthly Title I workshops were offered to parents covering a spectrum of topics. An active partnership with the PTO led to numerous curriculum themed Family Nights such as: Literacy Night, and Family Fitness Night.

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Facilities:	PS #2 opened in 1972 and reopened in 2009. Our building has the following features: gymnasium, auditorium, cafeteria, 2 science labs, 2 computer labs, 2 music rooms, art room, and a media center.
School Safety:	PS#2 had a WNYPD officer at the school daily monitoring the building. In addition, administration and custodial staff made numerous rounds throughout the day securing the building. Anti-bullying Task Force investigated potential bullying issues. The school Emergency Response Team held drills and responds to all crises including AED and CPR. Fire and school security drills were held monthly.

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Technology and STEM:	PS#2 has two computer labs and Promethean Boards in every classroom. In addition, numerous Chromebook carts allowed for continual opportunities for digital learning. STEAM Foundations were integrated daily into the curriculum. Students had Computer Education during the school day and an Open Access Computer class after school hours. In addition, Coding, C.S.I., and Robotics enrichment classes were in place after school to enhance technology opportunities.

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Other Information:	The school day has eight 40 minute periods. All students wore a standard issue blue uniform shirt and either khaki or black pants. PS#2 uses Blackboard Connect to contact parents about school closures or early dismissals. PS#2 held monthly fire and security drills.